



University of Richmond Magazine

EYE

WINTER MORNING Contrary to rumors, and our own well-intentioned photos in brochures, it is not always autumn at the University of Richmond.

But it is always beautiful. And always memorable. And, once you've walked these paths, always part of you.



Photograph by Gordon Schmidt



SPIDER PRIDE Think tweets are short? Try a personalized license plate as a vehicle for expression. Plenty of Spiders do, showing off their creativity with fewer characters than an improv sketch about being hungry in D-hall.

When we asked readers for theirs via social media in the fall, we got far more than we could possibly include. See more in our album "Spider Pride" at facebook.com/urichmondmag.







EDITOR'S NOTE

Recollections in Camp Concert Hall

For several months in the mid-1990s, I climbed steps once a week to the second floor of a community center in Cincinnati's Roselawn neighborhood to teach English to a dozen or so Russian immigrants. I enjoyed the job and needed the money, and the local Jewish Family Services was looking for people like me — a graduate student who taught writing, had studied rhetoric and grammar, and spoke like a local.

Who were these immigrants? Why had they come to Cincinnati? I never knew much about them and, until a warm November evening a couple of months ago, had forgotten this episode of my life almost completely. That night, walking out of Camp Concert Hall, colleagues and I were chatting about a film premiere we'd just attended. *Draw Back the Curtain* told the story of 800 Russian Jews who resettled in Richmond in the mid-90s with the help of Jewish Family Services. Though I've written about the documentary project off and on for a couple of years, it took seeing the film to reanimate my memories of Roselawn and realize my minor role in this much larger American story.

Only hindsight makes such insights seem obvious. Moments, experiences, people, ideas — these are diffuse, disparate, jumbled blocks crouching at the periphery until we begin fitting together the various pieces. A liberal arts education equips us to do so, which is why the larger story behind the making of *Draw Back the Curtain* is particularly apt for this issue.

No one was clamoring for anyone to make this documentary, let alone have a bunch of University students lead the project. The idea was born in the kitchen of Andrew Goodman, campus rabbi, as he met with UR students. One of them, Shir Bodner, '12, interned with Jewish Family

Services and became the driving force behind the project, casting a wide net to draw in other students and partners. Some of them were faculty, who used this research and project in their courses over the last couple of years. Others were community partners and the immigrants themselves, who offered their stories.

This is the very kind of outcome to which we aspired but couldn't possibly have foreseen in detail when we adopted *The Richmond Promise* five years ago. A strategic plan is about putting the right pieces and mindset in place to make room for extraordinary moments of synthesis and discovery. Rabbi Goodman? He's at Richmond because his position was created as part of *The Richmond Promise's* commitment to a more diverse and inclusive community. Bodner's internship? She was funded by a UR Summer Fellowship, a program significantly expanded under the plan. The expansive faculty and community partnerships? They've been a focus of the plan, too.

I could go on. Moments with the radiance of the documentary premiere are happening not just during red carpet events in Camp Concert Hall, but across campus in laboratories, art studios, trading rooms, and wherever students are pressing the limits of their imaginations and aspirations.

My emergent memories from Roselawn underscored for me just how unexpected the connections we make can be. And, once made, just how powerful they are.

Matthew Dewald, Editor

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ON THE COVER:
Westhampton Hall. See page 18.
Photograph by Karen Morgan



LAKESIDE

Photo by Hana Takashima, a junior from San Diego

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INBOX



YOUR MAGAZINE, YOUR VOICE

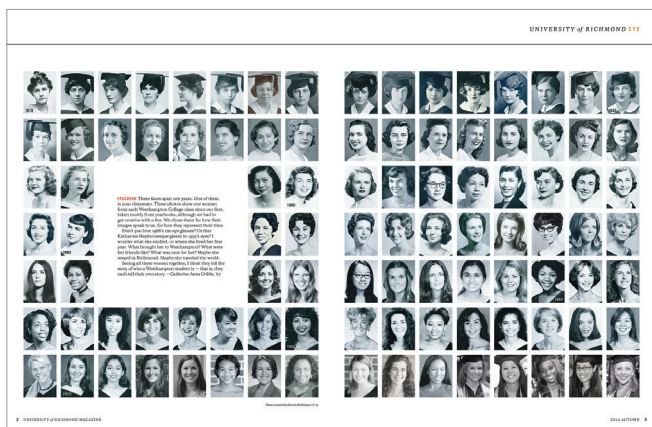
Let us know what you think about what you read in this issue. Email your thoughts to magazine@richmond.edu or send us a letter at Puryear Hall Suite 200, 28 Westhampton Way, University of Richmond, VA 23173. Please include your class year, city, state, and maiden name, if applicable. All letters to the editor may be edited for clarity or brevity and should not exceed 200 words. We also welcome your story tips at magazine@richmond.edu.

Opinions expressed here are those of the letter writers, not necessarily those of the magazine or this institution.

FAMILIAR FACE

Last night, I was flipping through the *UR Magazine* celebrating 100 years of Westhampton ["Facebook"], and my 11-year-old son said, "Mommy, it's you!!" I am so honored to be recognized with the other 99 women on those pages. I truly loved the time I spent at UR and talk about it with my family often. As a matter of fact, we stopped to visit the campus over Labor Day weekend!

—Kristen Strahl Hughes, W'91
Cary, N.C.



What a surprise to see my picture representing my Class of '49 on page 2 of the *UR Magazine*. I'd like to answer some of the questions in the article.

After attending Madison, Binford, and John Marshall schools in Richmond, it was natural to go on to Westhampton. I rode the streetcar to the UR campus and walked down to the lake path where Dean May L. Keller met me for my interview. I had four wonderful years with professors and friends and experiences that helped shape my life.

After graduation and working in the UR library, I moved to Honolulu, where I taught at Waipahu High and then McKinley High teaching and advising *The Daily Pinion* newspaper and *The Black and Gold* yearbook for 25 years. My husband, Raymond, taught math and coached at McKinley. Our children live in Portland, Ore., and Santa Fe, N.M. We have four grandchildren and are enjoying our retirement. We have been greatly blessed.

When I was a senior at Westhampton, our last will and testament predicted that I would do "Yook's Textbooks." Well, in addition to the daily newspapers and 30 yearbooks I have advised, I have edited many publications for the Chinese Chamber of Commerce in Hawaii and for the Associated Chinese University Women. I've come a long way from the laundry on Adams Street where I was born to immigrant Chinese parents in Richmond! Thank you for this honor.

—May Lee Yook Chung, W'49
Honolulu

Your very interesting piece about women from Westhampton College struck me as a very good illustration of a point related to my research on the history of the smile. My focus is on the appearance of the white-toothed smile in 18th-century Paris, which then goes into eclipse and only resurfaces in the U.S.A. in the 20th century. My working assumption is that white teeth only make a strong showing in portrait photography in the 1930s and onwards before reaching, by the turn of the millennium, a total hegemony.

Your collection of photos is a perfect illustration. In the 1930s, people start saying "cheese" in front of the camera.

—Colin Jones,
Richmond

Jones, a professor at Queen Mary University in London, is author of *The Smile Revolution* in 18th-century France, published by Oxford University Press in

November. He was a visiting professor in the fall and gave two Freeman Lectures, including "Smiling Before, During, and After the Terror."

COMEUPPANCE

Thanks so much for a great article on Westhampton artifacts ["A History of Westhampton in 10 Objects"]. I wish I knew where the Charter Letter for Sigma Tau Delta is in my artifacts. In 1965, several of us W'66 English majors decided that we needed an English honorary fraternity on the Westhampton campus since the Richmond College English majors would not permit our membership in theirs. I wrote to the national chair of Sigma Tau Delta. He graciously chartered the junior and senior class English majors, and dean and English professor Marguerite Roberts led the English majors. The men "came across the lake" the spring of '65 asking for admission, but we held off for that year and the 1966 class year. I am delighted to see that Sigma Tau Delta is alive and well at my alma mater.

—Martha Colston Daughtry Glass, W'66
Cary, N.C.

I really enjoyed the Westhampton 10 Objects article but have a question about the North Court elevation drawing. Is that drawing actually from circa 1911? It looks to me like the elevation drawing pictured on the cover and on page 21 must be from a more recent date because of the presence of a Boston ZIP code on the drawing. I thought ZIP codes

didn't come into use by the USPS until the early 1960s. I've no doubt got the wrong end of the stick, but thought that I'd ask.

—Bryan Spell, R'64
Vienna, Va.

Spell has a very good eye for detail and recollection of postal history; the ZIP code was introduced in July 1963. The Boston address was later stamped onto the original, a fact we confirmed with the architectural firm when trying to date the drawing. "Circa 1911," the firm's best estimate, is based on the timeline of North Court's construction.

#GOSPIDERS

I just received the autumn issue; really enjoyed it. Being a big baseball fan and living only a couple of hours from San Diego, I have followed the ups and downs of San Diego Padre Tim Stauffer, but I must admit that I failed to note he is a Spider. Great article! ["The Prospect"] I'm glad to know that at least one other UR student has followed the way of Cincinnati Red Sean Casey. Have there been other Spiders in baseball's major leagues recently?

—Eric Johns, '66
Orange County, Calif.

As of press time, Stauffer is the only Spider in MLB; five Spiders are currently working their way through the minor leagues. Since 1995, major league teams have drafted 31 Richmond players.

@URICHMONDMAG

So proud of my big sis @ashmbrock and her @urichmondmag article on her amazingly creative project #ur365.

—@cdubs11 via Instagram

I read the news today, oh boy! Loved review of @MuslimIQ book in this season's @urichmondmagazine!

—@legal_lou via Twitter

Fall is for Field Hockey @urichmond #tbt WC Hockey 1975 #WC100 #onerichmond.

—@spiderclubur via Instagram



Photograph by Kim Lee Schmidt



Thinking back, looking ahead

As Ed Ayers enters his last semester as Richmond's president, he reflects on where we are as a university. What's on your mind? If you have a question you'd like us to ask next issue, email us at magazine@richmond.edu.

What are your thoughts as you look out from the stage during commencement?

Watching the ceremonies of all our undergraduates, our law students, and our adult students, I'm touched by the range of people that we reach. A university has a chance to be as close to an ideal community as exists in the world these days, a community unified by the purpose of helping people build foundations for their lives. To see that purpose come to culmination every year is always meaningful.

In your public remarks, you're talking a lot about First-Year Seminars and UR Summer Fellowships. Why focus on those in particular?

The creation of FYS under *The Richmond Promise* is the change that best embodies the idea that we're one university. Faculty from all five schools take shared responsibility for our first-year students, and every first-year student has a chance to benefit from faculty from all five schools.

The UR Summer Fellowships are like the First-Year Seminars in that they provide a common purpose but with many options. Both programs are coherent but filled with possibilities. The Summer Fellowships also give our alumni the chance to help build and strengthen the network of opportunities for students, something that is satisfying to everyone involved.

Let's talk about access and affordability. They're often framed as moral obligations, but you talk about them as something colleges need to pay attention to for their own sakes. Why?

When all is said and done, we come together here to educate one another. And the fact is that we educate each other better when we are able to share knowledge and experiences other people don't have. Different forms of diversity help create different forms of mutual education. Because so much of the learning in colleges takes place among peers, the greater embrace we have of the broadest range of people the more we can teach each other. That's why access and affordability are good for everybody. Economic diversity is not as visible as ethnic diversity, but it is too rare in top colleges and universities; we are fortunate to be able to foster it at UR.

Do you have a bucket list of things you'd like to do before your term ends?

Well, I've never sunk a three from the baseline in the corner in the Robins Center, and I'd bet I could if you gave me enough chances and no one was watching.

But, in all honesty, I've had many opportunities to do cool things for eight years, and now I'm looking forward to making a good handoff to my successor and keeping our momentum going.

In your own profession, history, you're chairing a national committee for the American Historical Association about the future of digital scholarship.

As a profession, we don't really yet know how to account for new forms of scholarship enabled by digital technology. Historians are very much book people, but I'm eager to make sure that scholarship takes full advantage of the most profound social change of our time: the creation of instantaneous networks of free information exchange around the world. I'm proud that the University of Richmond, thanks to the Digital Scholarship Lab in particular, is helping to lead the national conversation about creating new forms of scholarly knowledge.

What's your frame of mind as your term ends?

I couldn't be more pleased with the state of the University. Everywhere I look, I see great allies and advocates for the things that are important to our future. These colleagues will make sure we continue to welcome people of all backgrounds, to integrate our schools in unique ways, and to connect with the city and region where we live.

I know that I will really miss this job, which is so much fun and so satisfying. One day after the next, I find myself doing something for the last time. And, to be honest, I get a little choked up at surprising moments along the way. I take that to be a good sign, a sign that Abby and I have been so happy here that I am already nostalgic for things that have not yet completely passed.



SPRING HIGHLIGHTS

As always, Ayers will continue his work in public history throughout this semester. A few highlights:

- Helping to coordinate a large commemoration of the end of the Civil War and of American slavery in Richmond April 2-4

- Creating an online course for high school teachers called "The South in American History" for the Gilder Lehrman Institute

- Continuing as co-host of "BackStory with the American History Guys," a public radio program

- Chairing the board of the new American Civil War Museum, which will begin construction on a major building at Tredegar on the James in 2015

CAMPUS LIFE

PROCLAMATION REMEMBERED
"Westhampton was and is a part of my life," Carolyn Jackson Mears Elmore, W'65, recollected in a note she wrote as she approached her 50th reunion. "I still remember the candles lighting the faces of seniors in our robes and freshmen in their white dresses walking down the chapel aisle. Pledging on our honor to abide by the Honor Code was a significant experience." Read more recollections in the interactive timeline at wc.richmond.edu/100.

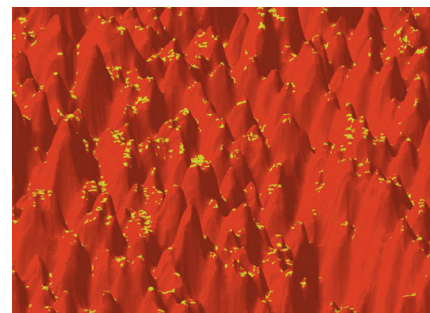


Photographs by Bridget Hazel

PROCLAMATION AND CENTENNIAL CELEBRATION

Approximately 1,000 alumnae and guests joined students for Proclamation to celebrate Westhampton's centennial. Keeping with tradition, the seniors wore their graduation robes as they opened the letters they wrote to themselves three years earlier. The first-year students, dressed in white, looked on and wrote their own letters, which will be held for them to open in the fall of their senior year. After the midday ceremony, Westhampton students joined alumnae at a luncheon on Westhampton Green.

PHYSICS



Itty bitty, but important

When measuring nanoparticles, the smallest discrepancy can mean a big error. Particles drift from side to side. They expand and contract. Even the microscope can shift ever so slightly. The smaller the unit, the tougher the problem.

This summer, four students worked with physics professor Matt Trawick to develop algorithms that can correct for the shifts that occur during imaging.

"We're essentially taking what's already a pretty powerful tool of microscopy and making it even more powerful," Trawick said. "At an undergraduate place like UR, the whole reason that we're here is this split mission of figuring stuff out and teaching students."

SUPPORT



CAMPAIGN The University's *Fulfilling the Promise* campaign formally concluded in December after exceeding its \$150 million goal by more than \$14 million as of Dec. 5.

The relatively short, focused campaign targeted four priorities: UR Summer Fellowships, the Queally Center for Admission and Career Services, scholarships, and the annual fund.

Support for the campaign was both broad and deep. More than 25,000 donors contributed to the campaign, including more than 8,500 first-time donors and approximately 45 percent of Richmond alumni.

QUOTATION

“Step one: You have to show up.”

OVERHEARD at a brown bag lunch summit celebrating the 10th anniversary of UR's Center for Civic Engagement (engage.richmond.edu)

OPPORTUNITY



Photography by Bob Handelman

THE RICHMOND GUARANTEE

Every traditional undergraduate is now guaranteed funding for one summer internship or research experience before graduation.

Our new promise

In December, the University announced The Richmond Guarantee, a promise to fund one summer research or internship experience for all new and continuing traditional undergraduate students.

“We know that these experiences are transformative for students who have access to them,” said Ed Ayers, president. “The Richmond Guarantee makes them available to all.”

The program is expected to fund more than 600 internship or research experiences each summer, with awards totaling up to \$4,000 per student. All students will be eligible but must identify their own research or internship opportunities and submit an application that explains the feasibility of their research or describes how an internship would extend their classroom experiences.

The Guarantee, which is expected to cost about \$2.5 million annually, builds upon existing programs and is made possible through about \$19 million in donations raised as part of

The Campaign for Richmond. Alumni have an opportunity to play a key role in the program by offering internship opportunities.

“By posting internships with their employer or community organizations through the Office of Alumni and Career Services, Richmond alumni are providing students with a wide array of opportunities,” said Kristin Woods, assistant vice president for alumni and career services.

A postcard with the words “Guaranteed. It’s that simple.” was sent to thousands of high school students across the country. Admitted students will be notified of the Guarantee at the time of acceptance.

“The Richmond Guarantee is yet another extraordinary reason for high-achieving students to choose Richmond,” said Gil Villanueva, dean of admission, “and we know students will greatly benefit from it.”

For more information, go to richmond.edu/guarantee.

CAMPUSWIDE

Students from all three undergraduate schools, a wide variety of majors, and every class year took advantage of the URSF program last year. Seventy-six percent of URSF recipients used their summer fellowships to pursue research and internship experiences that were more than one hour from their homes. Twenty-seven percent of those students who were away from home went abroad during their experiences.

EVENTS



Free Music Concert Series: Organ

2.16 Cannon Memorial Chapel
Faculty artist Bruce Stevens performs organ works by Böhm, Bach, Brahms, Rheinberger, and Charles Ives on the University's magnificent von Beckerath pipe organ. music.richmond.edu

Spiders vs. Rams, part III

2.25 Robins Center
All three A-10 Rams men's basketball teams visit Robins in a 17-day stretch in February, but the hype will be highest for the third, VCU. You can help us win a head-to-head alumni giving battle. Go to battleforthe capital.org. Go Spiders!

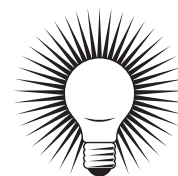


@30

2.27–3.01 Alice Jepson Theatre This year's University Dancers Annual Spring Concert celebrates the company's 30th anniversary with choreography from Larry Keigwin and Norbert de la Cruz and a unique dance and lighting collaboration with Kim Urba, '06. modlin.richmond.edu

Reinventing Radio

3.21 Carpenter Theatre, Richmond CenterStage Ira Glass, creator of the public radio show *This American Life*, discusses what makes a compelling story, where he and his staff find the amazing stories for their show, and how they are trying to push broadcast journalism beyond its traditional limits. modlin.richmond.edu



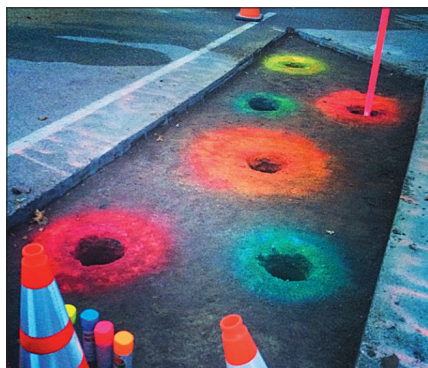
Student Symposium

4.17 Gottwald Science Center and the Modlin Center Hundreds of students will share research projects from across the disciplines through oral presentations, poster sessions, performances, and art exhibits at this annual showcase. as.richmond.edu

Reunion Weekend

5.29–31 You saw junior Hana Takashi-ma's photos on our back cover, right? Come back for a great weekend with lifelong friends in the beautiful place where you spent four unforgettable years together. alumni.richmond.edu/reunion

TIDBITS



Open spaces

Estimates of the number of parking spaces in the U.S. range from 105 million to two billion, according to Michael Kimmelman in a 2012 *New York Times* story. “Either way, it’s a lot of pavement,” he wrote.

Students from diverse disciplines are rethinking this pavement through a yearlong collaborative art project called The Parking Lot Project. They’ve torn up a handful of noncontiguous spaces in the chapel parking lot behind Gottwald Science Center and are imagining the possibilities for what could be there through a collaboration between the art and art history department and University Museums.

Among the cars still parking there daily are emergent archaeological digs, gardens, and art installations. Follow the project yourself at richmond.edu/tucker-boatwright.

Twice the fellow

Until recently, only seven people worldwide shared the dual distinction of being fellows of both the Strategic Management Society and the Academy of International Business, both the leading professional organizations of their respective fields.

In September, Steve Tallman of the Robins School of Business became the eighth when SMS inducted him as a fellow at its annual conference in Madrid. Tallman, professor of management and E. Claiborne Robins Distinguished Professor of Business, organized and co-edits the SMS’s *Global Strategy Journal*. He was elected an AIB Fellow in 2008.

Recent accolades

U.S. News & World Report’s *Best Colleges 2015* guide ranked Richmond as the 23rd “Best Value” among national liberal arts colleges and 30th overall.

In September, Advocate.com included Richmond among its “Seven Brave Campuses for LGBT Students in the South,” saying the University has been “a brave beacon for LGBT advocacy in [Virginia] for decades.”

NATIONAL AFFAIRS



Illustration by Janet Hamlin

ON TRIAL

An exhibit of courtroom sketches offered one view among many this fall of the U.S. detention facility at Guantánamo Bay, Cuba.

Inside Gitmo

When artist Janet Hamlin landed in Guantánamo for the first time, it felt strangely familiar. The daughter of an Air Force pilot, she spent the first 14 years of her life on military bases.

But the trials of accused 9/11 perpetrators at Guantánamo Bay presented an array of new challenges, said Hamlin, the courtroom sketch artist whose work makes up the only public visual record of the trials. On campus this fall to lecture and open an exhibit of her sketches, she told students about the process of sketching the detainees and the struggles and security protocols associated with it.

“Psychologically, it was very intimidating to come into the courtroom and draw somebody, a person that’s a terrorist on that level, of that magnitude,” she said. “It is a tremendous responsibility to do what a journalist would do and try to be as neutral and open as possible and let the picture tell the story.”

When she first began sketching at Guantánamo Bay, Hamlin thought she’d be making one trip, or three. Over 27 trips later, she continues to capture the trials.

“It’s not always easy, but it’s also a responsibility and something that’s very gratifying for me as an artist, to be able to use my abilities in such a way that makes art into a historical document,” she said.

Hamlin lived in Brooklyn at the time of the 9/11 attack; burned documents ended up on her doorstep that day. She now keeps them in a book with some of her Guantánamo images.

“I think those do bring home the physical manifestation of sort of what those attacks were like,” she said. “To actually see some papers that floated over three miles and survived the kind of impact when people didn’t still stuns me.” —*Jess Dankenbring*, ’17

QUOTATION

“We need to ask ourselves who we are and what we stand for as a nation.”

RETIRED MAJ. GEN. MICHAEL LEHNERT, who led the preparation and operations at the U.S. detention facility at Guantánamo Bay after 9/11, speaking on campus in October as part of the Jepson Leadership Forum



CHRIS HAMBY, '08, received the Pulitzer Prize for investigative reporting in April 2014 for his yearlong investigation for the Center for Public Integrity on how doctors and lawyers representing the coal industry withheld evidence of black lung and denied miners' benefits. He now works for BuzzFeed News.



MY FIRST PUBLISHED STORY

I think I was 17 at the time. I wanted to do actual stories, so I pitched a first-person "life lessons learned at high school basketball camp" kind of thing [to my hometown paper] ... Looking back, it was one of those things you read and almost cringe a little bit. It's not like you start out doing the Water-gate investigation.

MY PULITZER REACTION

I was just shocked and thrilled, and I was not prepared for everything that came with it. It was eerie in some respects that the announcement came almost five years to the exact minute of the death of Gary Fox, the miner in the first story. I don't really know what to make of that. But the bizarre coincidence was particularly poignant because I was thinking quite a bit about him that day. It just felt like validation of a lot of work I really cared about.

MY INTRODUCTION TO BLACK LUNG

There was one page in the report [on the Upper Big Branch mine disaster in 2010] that said of the 24 autopsies conducted, 17 had black lung. This is a shocking rate. ... I decided to look into why it was coming back.

I was initially very apprehensive about getting involved in [the federal benefits system] because it's such a complicated system that involves so many medical and legal technicalities. You'd be challenging people on their turf where they're experts and you have no expertise.

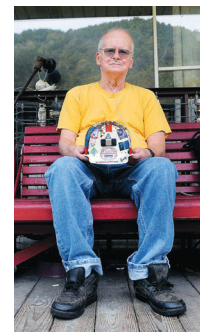


MY MOTIVATION

[After compiling thousands of documents], there was such a strong connection with behavior that seemed to be out of bounds from a professional ethics standpoint and really nasty effects on people who were voiceless and powerless.

It was easy to remain motivated about this because the effects were so

tangible and in my face and just really awful. When you're doing a project like this, you have to really love it and be kind of pissed and have something that gets you going.



MY CHERISHED POSSESSION

The handwritten note from [miner Steve Day's] (above) family that they sent after I went to his funeral this year. It was clear that the stories and talking meant a lot to them — just as they meant a lot to me. We stay in touch, and that's something that is right next to the Pulitzer certificate.

MY NEW GIG

I was approached in November 2013 by [BuzzFeed investigations editor] Mark Schoofs. I was initially skeptical ... [but] I'm really excited for the possibilities.

The BuzzFeed universe is not just people looking for a funny cat GIF; it's also people who are interested and have a desire for these deeply reported, serious stories, too. That's incredibly encouraging for me personally and for the future of the industry.



BEYOND BUZZFEED

Hamby's hidden gems for great investigative reporting:

- The Center for Public Integrity
- The Center for Investigative Reporting
- ProPublica
- Al Jazeera America
- Members of the Investigative News Network

OUR ROUTE



STAR TO EVERY WAND'RING

Under the wide open night skies, there was nothing but the moon to dim the night stars. Sibilila's most memorable constellations:



Sagittarius (The Teapot)



Cassiopeia



Cygnus (The Swan)



CARLY SIBILIA, '17, spent fall break traveling in Nevada and California with her classmates in *Protected Lands of the American West*, a *Sophomore Scholars in Residence* course.

1 Oct. 10

We awake in Las Vegas. Beyond the hotels and casinos, mountains remind us of our purpose. Today's mission: Death Valley.

In Badwater Basin, we see a space so dehydrated that all that remains are piles of salt and extremophile bacteria.

Later, we rest on



The flat landscape stretches for miles to the base of rugged mountains. Although the overall tones are dusty browns and greens, there are layers of deep red and lighter tan. I sketch a Joshua tree in my notebook.

2 Peering over the edge of Zambreskie Point into the folds and peaks of dusty land formations, we note the intense consequences of moisture deprivation.

The Mesquite Dunes with fine, soft sand between our toes and watch the sun set over the Sierras.

3 Oct. 11

After breakfast at Panamint Springs,



we travel to Owens Valley. With both the moon and sun above the rocky hills, the scene mimics a desolate, untouched planet. The land feels absolutely limitless.

4 Atop a high hill in Big Pine Indian Reservation, we sit on an unimpressive pile of dusty boulders in the hot sun as Harry, a Paiute Tribe leader, tells us about growing up among these mountains and his tribe's battles with California over water rights.

He tells us that our seats had once been under a waterfall, the centerpiece of a previously lush landscape. His final words to us: "Life is about balance."

Oct. 12

Back on the road, we began to see vertical streaks of golden Aspens down green mountain sides, indicating the area's riparian zones.

I am thankful for the more colorful palette and begin collecting samples

for my notebook. The first is a fascicle of two lodgepole needles. I add brushgrass, lichen, fir, cedar, and dogwood throughout the day.

5 We enter Yosemite National Park and begin our hike to Lembert Dome. Although the altitude makes breathing difficult, we are committed to reaching its highest peak, 9,455 feet above sea level.



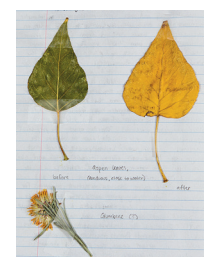
After spider-crawling up the dome's steep ledge, we are rewarded with a majestic 360-degree view. Squinting against the wind, I survey the land before me, noticing the sweet-smelling bark of the Jeffrey pine, the smoke of a small forest fire, and the white snow

of a glacier in the distance.

On another hike, in Toulumne Grove, we walk among sequoias thousands of years old.

Oct. 13

I tape two aspen leaves and what I believe is a columbine blossom in my notebook as we drive to Mono Lake, where the water is very al-



kaline because of its location in an endorheic basin surrounded by mountains. No fish live here, only flies, shrimp, snails, and such.

Above 10,000 feet in Ancient Bristlecone Pine Forest, we learn to read the signs of stress and adaptation in the rings of trees.

Oct. 14

Back in Vegas. As much fun as it is to watch the Bellagio's fountain show, I recall Harry's words. Las Vegas is out of balance. The casino lights are alluring, but are they superior to the clear view of Orion's Belt we saw in Panamint Springs?

QUOTATION

“We realize the importance of our voices only when we are silenced.”

SHIZA SHAHID, co-founder and global ambassador of the Malala Fund, speaking in Camp Concert Hall as part of the Sharp Viewpoint Speakers Series in October

UR in RVA



RICHMOND'S CHURCH HILL NEIGHBORHOOD, 1965

Students spent the fall 2014 semester gathering the neighborhood's stories.

Community voices

In early October, Hayley Gray-Hoehn, '17, and VCU junior Micaela Gore sat in plastic chairs at a folding table with microphones in front of them. They had come to Richmond's oldest neighborhood, Church Hill, to interview residents for an oral history and, more broadly, to work alongside Church Hill youth to develop and share a complex understanding of the rapidly changing neighborhood.

“There's a story here that needs to be told,” said Gore, “and it hasn't been told outside Church Hill.”

Learning how to understand and tell stories intentionally is the purpose of Archiving Richmond, the current iteration of an ongoing series of living history courses co-taught by Laura Browder and Patricia Herrera, professors in UR's English and theatre and dance departments, respectively. This year's offering partners students like Gray-Hoehn with VCU students in a museum studies course and high

schoolers at Church Hill Academy to develop a six-month exhibition for Richmond's Valentine Museum Jan. 22 through June 22.

Today's oral histories are a part of that project, and Cheyenne Varner, '13, is part of the story. She began volunteering with Church Hill Activities and Tutoring her first year at Richmond and deepened her ties over the next three. She now manages communications for the nonprofit and acts as facilitator for the nine Church Hill Academy high school students participating in the archival research.

From her student days to now, her work in the neighborhood “is not abstract, not theoretical,” she said. “This is real life.”

Gray-Hoehn has the same sense when she considers how the class will represent Church Hill in its exhibit: “The stakes are higher. This is not about the grade you're getting.”

BIGGER PICTURE

Archiving Richmond isn't just about content knowledge and research methodology. The students' ability to be intentional about their motivations and responsible in their impact when working with others is also key. “This is one dialogue, and we want to see more of them,” Herrera said. “We thought the exhibition was the culmination, but we realized it's just the launching point.”

SCHOLARSHIP



Illustration by Katie McBride

Death penalty's uncertain future

“The death penalty is not imposed for doing the worst crime but for having the worst lawyer,” Stephen Bright, president of the Southern Center for Human Rights, told legal experts and others gathered at the law school to discuss capital punishment, and particularly lethal injection, during the 2014 Allen Chair Symposium.

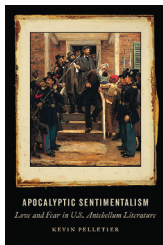
Participants also included former Virginia attorney general Mark Earley and Fordham law professor Deborah Denno, a leading death penalty scholar. *Richmond Times-Dispatch* reporter Frank Green, who has witnessed multiple executions during his career, and anesthesiologist Joel Zivot, director of the cardiothoracic intensive care unit at Emory University Hospital in Atlanta, added perspectives from outside the legal profession.

Double whammy

Discrimination affects health outcomes, but does being an adult who holds more than one disadvantaged status — say both racially and sexually — compound the effects?

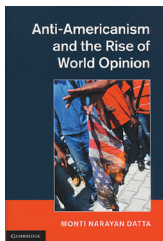
Such questions were the subject of *The Continuing Significance of Discrimination: Multiple Forms of Discrimination and Health*, the doctoral dissertation of Eric Anthony Grollman, now in his second year as assistant professor in Richmond's sociology and anthropology department. The American Sociological Association recognized Grollman's work with its Best Dissertation Award in the category of mental health. His primary line of research examines the impact of prejudice and discrimination to the health, well-being, and world-views of members of marginalized groups.

FACULTY BOOKS



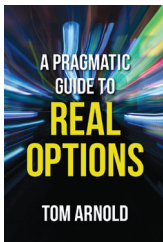
APOCALYPTIC SENTIMENTALISM (U of Georgia P)

Fear of God's wrath, rather than love or sympathy, was at the center of 19th-century sentimental strategies for advancing antislavery reform, writes Kevin Pelletier, associate professor of English.



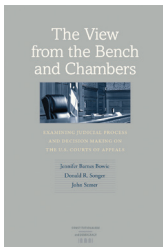
ANTI-AMERICANISM AND THE RISE OF WORLD OPINION (Cambridge UP)

Political scientist Monti Datta offers a systematic, empirical study of the nature and impact of world opinion on U.S. security.



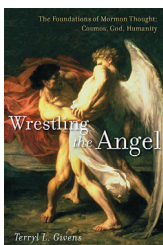
A PRAGMATIC GUIDE TO REAL OPTIONS (Palgrave)

Finance professor Tom Arnold takes readers through the math and the logic of option pricing to demonstrate how it can be applied in corporate decision-making.



THE VIEW FROM THE BENCH AND CHAMBERS (U of Virginia P)

With courts of appeals gaining more attention, political scientist Jennifer Bowie and two co-authors meld analyses of judicial decisions with perspectives from judges and their law clerks.



WRESTLING THE ANGEL (Oxford UP)

In a work reviewers are calling "hugely impressive" and "monumental," literature and religion professor Terryl Givens offers a wide-ranging examination of the development of Mormon thought.



WHEN FATE SUMMONS (Academia)

Gen. Richard Butler "participated in all aspects of American-Indian relations for a third of a century," writes Harry Ward, professor emeritus of history, in his biography of this 18th-century figure.

RESEARCH



HEADY STUFF

Student research took center stage at the HHMI Science Symposium.

Science, not silos

There was a certain serendipity to the research Tyler Heist, '15, presented at this fall's HHMI Science Symposium. His subject was symbiosis, "how certain organisms can live inside other organisms, and what sort of back talk needs to happen in order to let them peacefully co-exist and continue to function," he had said in an earlier interview.

To investigate this, he took advantage of a sort of academic symbiosis, combining the tools of biology and computer science in a way that biology professor Malcom Hill described as putting Heist "at the forefront of using computer science skills to explore molecular genetic processes." The results bear this out: In March, he was named a Goldwater Scholar, and his research has already been published in an academic journal, *BMC Genomics*.

Heist was just one of many student researchers here drawing serious connections between their research and the real world at the symposium. All around the room, students presented work that drew from across scientific disciplines,

everything from physics and neuroscience to psychology and statistics. This is what the HHMI Science Symposium is all about. When different disciplines come together, possibilities present themselves in ways that do not occur in each discipline alone.

This approach is finding its way into the curriculum through the University of Richmond Integrated Science Experience (URISE), which introduces first-year students to interdisciplinary scientific research. Its 15 students enroll in integrated coursework their first year and work as paid researchers in a professor's lab the following summer.

These programs emphasize communication skills as a critical skill for scientists' work. As students grow in the scientific disciplines of their choice, they must communicate across disciplines and articulate complex questions and solutions. In an ever-more specialized world, the ability to synthesize and communicate only becomes more valuable.

—reporting by Anna Allen, '16

MEDICINE



HEALTH Doctors may one day be able to more easily detect preeclampsia risk and sepsis in pregnant women thanks to a National Science Foundation grant awarded to Michael C. Leopold, Gottwald Professor of Chemistry.

The three-year, \$270,000 grant will fund his work in bioanalytical nanomaterials, research that will ultimately contribute to sensors or electrodes inserted into the body to detect uric or lactic acid in the bloodstream.



Illustration by Katie McBride

LEXICON When Jen Swegan, '15, interviewed for a summer internship with Shalom Farms, she told them she wanted to “get her hands dirty.” But after her simultaneous research into how food access advocates talk about what they do, that phrase doesn’t sit so well with her anymore.

I speak Spanish, but it’s classroom Spanish, you know? It’s difficult for me to understand when people speak quickly. And there just aren’t words in Spanish for a lot of the conversations I was trying to have this summer. I would ask anybody I could find, “Have you heard of food deserts? Is there a word for that in Spanish? How can we talk to people about this?” And people would say, “No. What are you talking about?”

I dislike the term *food desert*. Most everybody that I talk to about this also does. Some people try not to use it, but it’s hard when that’s the buzzword.

The USDA defines it as an urban area where people don’t have a full-service grocery store within a mile of where they live. That’s the dictionary definition. But the

term has problematic resonances. A desert is static and not human-made. The Sahara is just there, part of the landscape. Not exactly the way you want to represent a neighborhood with a fundamental health problem that merits immediate change.

Desert, a noun, makes it easy for us to forget that food deserts result from a desertion. We’re not calling to mind that there are specific parties involved, whether that’s the government, grocery stores, food conglomerates, or local politicians who aren’t focusing on food access. Whoever you want to blame, people have made this situation happen. These neighborhoods have been deserted. It’s not like the Sahara.

Looking at the problem through this lens can help people see these neighborhoods very differently. A lot of conversation about food-insecure areas happens along the lines of blame, sometimes subtle, sometimes not. Much of the reluctance of grocery stores to open in areas that have lacked one for 25 years — and of politicians to put incentives in place — stems from the sense that demand for healthy lives is just absent in those

areas and that the people who live there created this problem. But it’s precisely the other way around: It’s the fault of corporate interests, questionable policies about the food we serve our children at school lunches, and that kind of thing. It’s not because certain people just like Cheetos that Cheetos have become the norm for some kids.

And Cheetos are just cheaper, you know. A huge part of this problem is that it’s so much easier to get a bag of Cheetos than a head of broccoli. If I’m on a tight budget, I’m subject to that injustice. If we spoke about the situation in terms of people being food-deserted, that might call assumptions about choice more directly into question.

Language matters. I used a program that processes large bodies of text to analyze the websites of organizations that advocate for food access. It showed me the frequencies and contexts of words, so I could search for *food* or *help* and see the context in which those words appeared.

You is a good example of how useful this is. It was clear that whenever *you* is used on those websites, the reader is assumed to be someone who’s food secure. There’s no expectation that someone who lives in a food desert will be reading these websites. We — those of us advocating for food equality — are often just talking to ourselves. That can be disheartening to residents of those communities who might otherwise want to get involved.

This textual analysis comes with a huge caveat: These organizations’ websites are often outdated and represent only one form of their communication. But they’re important because if I am living in one of these areas and hearing the term *food desert* for the first time, I might Google it. If no one is talking to me, I’m going to be put off.

I first got involved, in part, because food and farming were aesthetically pleasing to me, but I’ve found that talking about food access in these terms can be alienating to those we serve. “Hey, come on out to our farm and get your hands dirty,” isn’t appealing to a person whose cultural history is one in which outdoor labor was necessary for survival or forced upon them.

My own priority when making food choices has shifted from what I’m taking into my own body to using my dollars to support a sustainable, ethical food system. It’s hard to get bothered about my own eating when there are more urgent conversations to be had about the systemic injustices impacting consumers’ health, farmers’ livelihoods, and local economies. There’s that voice in my head now, and there wasn’t before.



SHALOM FARMS

A number of students have interned or otherwise been involved with programs at Shalom Farms through the Bonner Center for Civic Engagement. The farm’s goals are threefold:

- Increase access to healthy foods in the inner city.
- Build community.
- Improve the self-sufficiency of those involved.

Condensed from an interview by Matthew Dewald

SPIDER FAMILY



IN MEMORY Spider teams this year are wearing ribbons in memory of Ginny Doyle, W'92, and Natalie Lewis, '11, who died in an accident in May. Doyle was associate head coach of women's basketball and a former standout player. Lewis was the team's director of operations and, as a student, a four-year varsity letter winner and a two-time captain of the swim team. They are dearly missed.

SPOTLIGHT



Photograph by Gordon Schmidt

PERIMETER TO POST

Senior Kendall Anthony, front, and junior Alonzo Nelson-Ododa

Inside-out

Kendall Anthony won't take the bait.

For Richmond's senior point guard, the question is floating like a perfectly thrown alley-oop. Which is more important — the perimeter or the post?

After all, the perimeter is Anthony's domain, where small, quick guards cut, pass, and launch deft jumpshots. Look under the basket to the post — “among the trees” in basketball parlance — and you'll see the likes of junior forward Alonzo Nelson-Ododa, the big guy jockeying for rebounds and making power moves to the hoop.

Anthony glances at Nelson-Ododa and confesses with a grin, “I have to give it to the post. If we dominate down low, we usually win. Long three-pointers aren't going to fall every game.”

Nelson-Ododa nods. “Once you get started inside, the outside opens up. Then the guards take advantage of that,” he adds.

This combination is key for the

Spiders, a preseason pick to finish fourth in the Atlantic-10. And although Anthony and Nelson-Ododa work different parts of the court, they know how to work together.

This is their third year together, says Anthony. “I know where he's going to be, where he wants the ball, where he's going to set the screen for me.”

“And if I see Kendall open, I'm going to get him the ball,” says Nelson-Ododa. “There's a very high chance it's going in.”

As the season turns toward the heart of conference play, both players stress the importance of taking one game at a time. But they also admit there's a natural tendency to lace 'em up a little tighter this time of year.

“You can definitely feel a higher intensity in the gym when conference play comes around,” says Nelson-Ododa.

RUNDOWN



Photograph by Keith Lucas

Champions

“We're on a real mission to bring that trophy back to Richmond,” coach Gina Lucido said before the Spider field hockey began its 2014 season. Mission accomplished.

The team defended home turf and became A-10 champions on Crenshaw Field by beating UMass 1-0 on a sudden-death goal in overtime. The goal came from the A-10's Offensive Player of the Year, senior Rebecca Barry. Spider keeper Kelley Wentling, also a senior, was named the tournament's Most Outstanding Player after not conceding a goal. The championship is the team's first since 2011 and its eighth over the past 13 seasons.

Contenders

Spider football made the FCS playoffs for the first time since 2009, beating Morgan State at Robins Stadium in the first round before falling to Coastal Carolina on the road in the second. Senior offensive lineman Austin Gund was named a Second-Team All-American, and 12 players were named to the CAA's all-conference team. Richmond ended the season with nine wins, its most since 2009.

Their goal? More goals

Junior Ashley Riefner and freshman Meaghan Carrigan led a resurgent Spider soccer offense that scored 37 goals this season, the fourth-most in program history, and tallied an A-10-leading 46 assists, a team record.

The improvement — the Spiders scored just 16 goals and were shut out 11 times last season — propelled the Spiders to their first A-10 tournament appearance in three years, where they were edged in the quarterfinals.

The future is bright. The A-10 named Carrigan its conference Rookie of the Year. Both she and Riefner were named First-Team All-Atlantic 10, and freshman Lexi Prillaman made the All-Rookie team.

For the latest scores, schedules, and updates, go to richmondspiders.com.

OPPONENTS, PICK YOUR POISON

Kendall Anthony entered the season with 1,334 career points, 21st all-time at Richmond. He needed fewer than 150 more to climb into the top 10 all-time leading scorers and fewer than 400 to reach the top five. Though junior Alonzo Nelson-Ododa had played just 67 games, he entered the season already fourth all-time in career blocks, with 140. Among Richmond's top-10 shot blockers of all-time, he has the highest average blocks per game, 2.09. Darius Garrett, '12, holds the current career blocks record with 231 over 116 games.

Photograph by Gordon Schmidt



RETIRING After 34 years, equipment manager Ken Hart will turn over the keys to his hallowed space in the Robins Center in June. Defensive lineman Justin Williamson, '15, sat down with Hart to talk about his career serving generations of Spider athletes.

What's the best aspect of your job?

There are very few mornings where I put my feet on the ground and dread going to work. I know people who dislike what they are doing, and I feel bad for those individuals but lucky for myself.

Seeing these young players grow from when they come in at 18 to when they leave at 22 is a major deal for me. The way they view life is changed for the better during their time here, and I find great value in that.

Are there certain players that will be forever engrained in your memory?

I wish I could remember everyone, but I can't. I've been here for 34 years. I've built countless friendships with football players because I'm around them the most. Shawn Barber, '98, is a guy who stands out because he had an amazing work ethic. He came in as a stick and ended

up playing 10 years in the NFL. Outside of football, [baseball player] Sean Casey, '95, is just an unbelievable guy.

Through your 34 years, is there a specific year that was more incredible than the others?

The 2008 football season was the pinnacle. Richmond isn't thought about as the biggest football school, but things fell in place

for us that season. We ended up beating Appalachian State and making a run in the playoffs. Then we ended up in Chattanooga on the most unbelievable night in December playing for [and winning] the national championship. It was just a great year.

What type of impact do you like to have on a student-athlete's life?

I really work at how I develop connec-

tions, especially with the football players because my responsibility is to protect them. I like to build a "treat me like you would like to be treated" relationship. I always told my son that when you get a job, you meet the boss then you go meet the customer. Not because you want stuff, but to treat everybody equally. It's mutual respect. By the time the players leave, most of them treat me with the level of respect that they would have for the coach.

What type of impact do the players have on your life?

I have the utmost respect for all student-athletes at Richmond. It's a Division I school, but it's notorious for being a heavily academic school. People don't understand what it takes to be a student-athlete here. The academic challenges along with the hours in the weight room, film room, and practicing are very difficult. It's unbelievable how they are able to manage their time to successfully do all these tasks. Then it's highly rewarding to see them walk out with a college degree.



CLUTTERED OFFICE, ACTIVE MIND

You'll find a little of everything in Hart's equipment rooms. Here are a few notables:

- Leather helmet (above) worn by Joe DeMotte, R'26
- 1968 Tangerine Bowl trophy
- 50-pound bags of laundry detergent piled on a pallet
- Scrapbook of clippings, photos, and memorabilia dating to the beginning of his career
- Plaque for the 1993 Glenn Sharp Award for Equipment Manager of the Year from the Athletic Equipment Managers Association; Sharp was Hart's mentor



THE AYERS EFFECT

BY MATTHEW DEWALD

At the end of the semester just now underway, Spiders in the Class of 2015 will don their graduation robes, hug their loved ones, and process into the Robins Center. When they do, another member of the University community — and the University itself — will be marking an equally significant rite of passage as Ed Ayers, University president, presides for the last time over a Richmond commencement ceremony. By the time it has ended, an estimated 9,500 undergraduate, law, MBA, and professional and continuing studies students will have graduated during his tenure.

Since he took office in July 2007, Ayers has been a nationally visible leader for Richmond, one who has embodied Richmond's academic excellence and, by doing so, helped raise its national profile. As students and faculty continued to receive impressive national awards like Trumans, Goldwaters, and Guggenheims, Ayers continued the scholarship and service for which President Obama awarded him the 2013 National Humanities Medal. He served on the executive committee of the American Council for Education and the board of the National Humanities Center. For the American Library Association and National Endowment for the Humanities, he wrote and edited *America's War: Talking About the Civil War and Emancipation on Their 150th Anniversaries*, a publication that supported a national reading and discussion program at thousands of libraries across the country. And he continued to host his public radio program, "BackStory With the American History Guys," which just celebrated its five millionth podcast download.

Much of his most important work, of course, focused on tying the University closer to the Richmond region by more intentionally connecting students and faculty with it through their academic work. Ayers has also deepened these ties by orchestrating important local conversations about history in this place where, he said, "an especially rich, concentrated, and problematic past surrounds us." Each year, he explores that rich history in depth with students by teaching a First-Year Seminar. The course's title, *Touching the Past*, speaks to Ayers' abiding conviction that, as he puts it in the course description, "History is everywhere, saturating everything."

History will no doubt be on Ayers' mind as he makes one of his last major presidential addresses from the Robins Center commencement stage this year. His first major address came in the same spot during his inauguration. "It's hard not to think about our place in the flow of time," he said that day in April 2008. "Our history holds the seeds of what we can be, of what we can do, of what we can dream."

He told a well-known tale of Richmond's history, of its rise from a small schoolhouse on a farmstead called Dunlora in 1830 through its growth into Richmond College, the creation of Westhampton College and the coordinate college system, and their evolution into becoming the University of Richmond. He talked of his predecessors and the University's abundant supporters throughout its history.

He also told a story of Richmond as a place that "from the beginning, in various ways ... has been about expanding opportunity," if not always quickly enough. As far back as 1836, half of students received scholarships. From its earliest days the school welcomed "pupils of every creed and of no creed." Admission of African Americans lagged until the 1960s, but once policies changed, the number of African American students slowly increased, as did enrollment of Americans from other under-represented groups.

As Ayers put it, "We have opened doors — though sometimes only after a great deal of knocking." His challenge to the University that day was simple: "Now we need to open the doors of opportunity even wider." In many ways, that has been the theme and the accomplishment of his presidency.

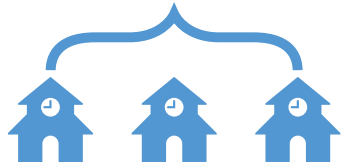
SUNSHINE, COLE SLAW, AND ACADEMIC EXCELLENCE

A good way to begin understanding the impact of Ayers' presidency is with a visit to his house at the corner of River and College roads. Or, more precisely, to his back lawn in August, where he and his wife, Abby, host an annual cookout to welcome first-year students. These students have joined a community where they will live out Richmond's commitment to its mission in ways they can hardly yet anticipate.

Milling around excited and probably a bit nervous too, these students won't break the ice with that old college cliché, "What's your major?" They're far more likely to be talking about their First-Year Seminars, interdisciplinary courses on such topics as faith and difference, game theory, entrepreneurship, and bioethics taught by faculty drawn from all five schools. Every incoming undergraduate now takes two. Their titles can be catchy — *It's a Bird ... It's a Plane ... It's a Reporter: The Journalist in Popular Media* is being taught this semester — but at their core is the serious business of introducing students to academic inquiry and the modes of expression that lie at the heart of a liberal arts education.

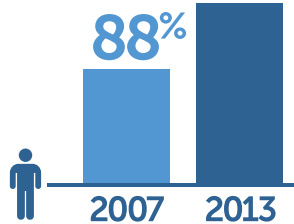
More than 180 of Richmond's faculty — including deans, the provost, and Ayers himself — have taught them. Law faculty, to take one example, have taught 25 FYS courses, as well as another 11 courses for undergraduates, since 2010.

32%



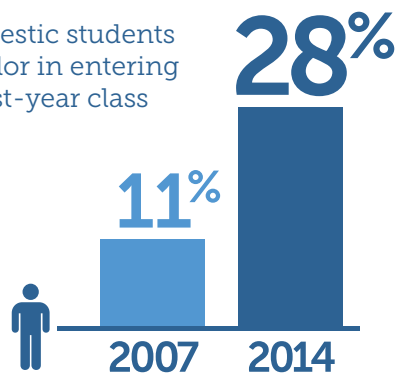
of the class of 2014 completed at least one course in three or more schools

95%



First-year retention to sophomore year among first-generation students

Domestic students of color in entering first-year class



225

First-Year Seminars created since 2009



At least one University-funded summer research or internship experience guaranteed for every traditional undergraduate student



Qualifying household income for Richmond's Promise to Virginia

195 + 485 = \$50 MM

195 faculty and staff have received 485 grants totaling nearly \$50 million in research funding since 2007

And these students will continue to have access to the full academic range of the University throughout their four undergraduate years. A third of 2014 graduates completed at least one course in three or more schools. There are two new and popular cross-school majors: Philosophy, Politics, Economics, and Law, and Healthcare and Society. The five-school configuration unique to Richmond — combining the traditional liberal arts with schools of business, law, leadership studies, and professional and continuing studies — is integrated as never before.

The integration accustoms students to examining issues and questions through multiple lenses and regularly puts them in conversation with professors and classmates who prompt new ways of thinking. “The best questions, many times, come from people who are not in the same field,” said Tiho Kostadinov, ’02, who went on to get his doctorate from UC-Santa Barbara and is now a research associate on campus. “If you are in the field, you inadvertently take some things for granted and don’t ask about them.”

The variety of perspectives these students will encounter runs far deeper than academic disciplines. Richmond now attracts the most geographically, racially, and economically diverse incoming classes in its history, even as incoming students’ average SAT scores continue climbing. The richness they bring to campus — not only to the classrooms, but also to student organizations, residence halls, and intramural fields — adds immeasurably to their Richmond experience.

A recent analysis by *The New York Times* ranked Richmond among “the most economically diverse top colleges” in the nation among those with a graduation rate above 75 percent — and the most economically diverse in Virginia in that group. Richmond is one of fewer than 40 American colleges and universities that promise need-blind admission while still meeting 100 percent of demonstrated need for undergraduates. Richmond has also extended its commitment to the commonwealth through Richmond’s Promise to Virginia, which provides grants equal to tuition, room, and board, without loans, to Virginia students whose total annual household income is \$60,000 or less. As a result of these and other initiatives, Richmond’s percentage of Pell Grant-eligible students — a form of federal, need-based

aid that promotes access for low-income students — has doubled from 8 to 16 percent since 2007.

Such policies also help draw students who are the first in their families to go to college, and they are succeeding at Richmond more than ever, too. The first-year retention rate to sophomore year among first-generation students rose from 88 percent to 95 percent from 2007 to the current year.

The student body has become more diverse in multiple, important ways. A comparison of the incoming classes of 2007 and 2014 illustrates the changes. Over that period, the percentage of domestic students of color rose dramatically, from 11 percent to 28 percent. The number of international students has nearly doubled, and the number of students for whom English is not their first language is now 14 percent.

Take a close look at those students loading up their plates with barbecue and cole slaw on the Ayers' lawn. They look, sound, and are more and more like our country and the world at large every year.

THE NOT-SO-SIMPLE WALK TO CLASS

For another view of Richmond today, you might be tempted to leave the president's picnic and tag along with a student on the brick walkways leading to his or her next class. You might expect to end up in a classroom, but don't be so sure.

The number of community-based learning courses — which get students out in the city and region as part of their curriculum through the Bonner Center for Civic Engagement — has nearly doubled in the last five years to 85 in 2013-14, with courses ranging from languages and literatures to marine biology, accounting, marketing, and more. A student enrolled in one of these courses might be going anywhere from UR Downtown in the center of Richmond to a middle school in Northside, a neighborhood resource center in the East End, or a rural farm in Goochland County. That student might be doing anything from running statistics for a nonprofit, serving as a classroom aid, or creating and curating exhibits, and more.

"The real world is messy," said Terry Dolson, who manages community-based learning initiatives at the Bonner Center. "When students participate in actual events, meet real people, develop real relationships, it troubles the notion of any sort of simple solution. They're challenged to make sense of things that have no simple answer and to connect academic theory with their experiences in the community."

Or the student might be on his or her way to a residence hall. Living-learning communities, which offer opportunities for students with common interests to live together and share learning experiences that extend beyond the classroom, have grown dramatically. In 2007, 48 students lived in one. This fall, 252 students did, focusing on interdisciplinary topics including global health, art, social justice, and the business of science.

If you are with a law student, he or she may very well be headed to UR Downtown, a public school, or the Supreme Court of Virginia. During the 2013-14 academic year, Richmond Law students logged more than 2,600 hours through the Carrico Center for Pro Bono Service, and stipends funded 118 students serving in unpaid government and public interest legal internships in the summer of 2014. UR Downtown is a hub of activity for students, staff, and faculty from throughout the University, hosting 283 University- and community-sponsored events in 2013-14.

Other students will be going to a lab, professor's office, archive, or field site somewhere for research experiences.

As researchers, Richmond's faculty have been highly productive — since 2007, 195 faculty and staff have received 485 grants totaling nearly \$50 million in research funding — and students are benefitting from their productivity. The number of faculty-mentored research projects has risen from about 150 in 2007 to nearly 250 in 2014. The scale of Richmond undergraduates' participation in significant research projects here is remarkable. At Richmond, it's not uncommon for undergraduates to join faculty as co-authors of articles in academic journals.

"When I have just four students working with me in my laboratory, I can come in and spend all day working with them one-on-one or one-on-two to solve the really difficult problems," said Matt Trawick, a physics professor. "I know it's really good experience for them, and it helps me do my other job, which is figuring out what in the heck is going on with the sciencey stuff."

Truth be told, tagging along with a student to class might take you nearly anywhere in the world. Sixty percent of undergraduates study abroad at some point before graduation, traveling everywhere from China and Spain to Bangladesh, Ghana, and the Peruvian Amazon. (International students, in turn, study at Richmond at high rates. A recent survey ranked Richmond No. 7 among the top 40 baccalaureate institutions for the total number of international students in 2013-14.)

Following a student to an internship or research experience is especially likely to take you off campus during the summer because of a key initiative that arose as a result of *The Richmond Promise*: UR Summer Fellowships. In the summer of 2014, more than 300 students pursued an unpaid internship or participated in faculty-mentored research through this program, which provides stipends of up to \$4,000 to support them, while 80 more pursued faculty-mentored summer research as part of faculty grants. The number of students taking advantage of summer research or internships has nearly doubled since 2009, and they come from every corner of the University, from business and philosophy to chemistry and leadership studies. The experience can be eye-opening, even transformative. And now, as a result of the recent *Campaign for Richmond*, every traditional undergraduate student will be guaranteed University funding for one summer research or internship experience before graduating, beginning in summer 2015.

Sarah Lee, '15, spent a summer as an Urban Education Fellow, focusing on child development and education inequality by working with local middle school students. "Richmond acts as a microcosm for the state of public urban education. A lot of the problems are common to cities all over America," she said. "To that end, it really expanded my understanding of how we need to respond to poverty. There is no simple solution."

Through thoughtful planning, student-athletes are taking fuller advantage of every kind of opportunity, from international experiences to internships, research, and community engagement. Richmond's student-athletes take their hyphen seriously. Last year, the NCAA recognized eight Richmond teams for being in the top 10 percent in Academic Progress Rates among all Division I schools in the nation. Two programs — field hockey and women's soccer — were the nation's top-ranked programs for APR, and men's basketball ranked 20th in the nation by this measure. Spider athletes have competed just as well on the gridiron, courts, and other fields of play, winning 22 conference titles since 2007, not to

mention the football team lifting Richmond's first national championship trophy in 2008 and men's basketball making its second Sweet Sixteen run in 2011.

But let's say this student with whom you're walking does take you to a classroom. The learning environment will be excellent and intimate. The student-faculty ratio is now eight-to-one, the average class size is 16, and two-thirds of all classes enroll fewer than 20 students. Our undergraduates are receiving national recognition by winning highly competitive fellowships and scholarships, and they are going on to pursue graduate school at prestigious universities and take positions with sought-after companies.

These accomplishments reflect the ongoing excellence of our faculty, in whom the University has made substantial investments during Ayers' tenure. Richmond has hired 101 tenured and tenure-track faculty in the last seven years — a third of the total faculty — including 20 new tenured and tenure-track lines. Among them, half are women, one in five is a person of color, and 15 percent are international. Staff resources have expanded as well. The University hired its first campus rabbi and expanded programming for Richmond's Catholic and Muslim students, and it has hired an associate director for LGBTQ life, the first position of its kind in the region when it was created in 2012.

These investments have brought new ideas and creativity to an already vibrant campus and made possible the broad array of opportunities available to Richmond students today. The results are evident in the rise of our overall first-year retention rate from 91 percent to 94 percent in recent years. Those numbers are beginning to play out in even higher graduation rates, as well. The four-year graduation rate for the entering fall 2009 cohort, the latest for which data are available, is 84 percent, the highest since the University began tracking the figure in 1983.

THROUGH THE COMMONS AND BEYOND

Walk through Tyler Haynes Commons and you'll hear, on the third floor, conversations focused on résumé-building, interview preparation, and internship and job outcomes in alumni and career services. The number of employer organizations visiting campus to recruit has more than doubled in the past three years, likely a reflection of the many visits Ayers made personally to speak to recruiting contacts in their offices to tell the Richmond story.

More than 1,900 students made nearly 5,000 visits to this office last year. An increasing number of the opportunities they are finding come from alumni, the result of the 2010 formal alignment of the office of alumni relations and the career development center. As one unit, this new office has built on the rich experience of alumni to not only enhance students' opportunities but also support alumni engagement and increase opportunities for Spiders to connect with each other, an indication of just how intentional the University is about both excellence in liberal arts education and preparing students for success after graduation.

The work of this office points to the critical role alumni have always played as stewards of the institution. Spiders from all decades are engaging — or, in some cases, re-engaging — in the life of the University, offering internship and professional opportunities to students and attending regional events in record numbers. More than 2,150 alumni came back for Reunion Weekend 2014, an increase of more than 1,000 from 2005. Annual fund contributions have increased by nearly 60 percent to \$6 million annually. This magazine is having a

tough time fitting in its growing volume of class notes.

Step just outside the Commons, and you will continue to see the impact of alumni throughout the University, everywhere from the inscriptions on the many benches that line our serene walkways to the vibrancy of many of our richest traditions.

If it is autumn, you may see Westhampton students gathering for Proclamation at Cannon Memorial Chapel and promising to abide by the Honor Code, just as their predecessors did. If it is a fall Saturday, you will hear from the Forum the sounds of football at Robins Stadium after its 80-year absence from campus. The Robins Center — home to Spider men's and women's basketball — has recently undergone its first major renovation in 40 years, lights have been added to Crenshaw Field for Spider field hockey night games, and Pitt Field, home to the baseball team, is getting new turf. The accomplishments of alumni fill the banners lining these playing spaces and page after page in team record books, and alumni are among the strongest supporters of our athletes today.

STRENGTH IN NUMBERS

Signs of Richmond's momentum during Ayers' tenure are there to read. Applications are up from 6,653 in 2007 to 9,421 in 2014; applicants' average SAT scores have risen 40 points in the same period. Those have helped put us on *U.S. News & World Report's* list of best liberal arts colleges and helped make us a Princeton Review best value private college. Over the same period, the Richmond Law has seen its ranking rise from 77 to 51.

Equally indicative of our trajectory are some more targeted accolades. In recent years, we have been identified as having the nation's third-best science lab facilities, sixth-best law school facilities, and sixth-best career services, and for being the nation's seventh-happiest college. Our campus is regularly heralded as one of the nation's most beautiful, and our facilities receive praise in ways ranging from architectural awards to LEED certifications. Our beauty is more than skin deep and, yes, the food in our dining hall, international café, and elsewhere is also delicious. We were recently ranked among the nation's best for that, too.

Wise fiscal management has positioned the institution strongly for the long-term future. In the last seven years, the University's endowment has increased 40 percent to \$2.3 billion, among the largest in the nation, particularly on a per-student basis, and our already strong bond rating has also increased. New facilities, including the Carole Weinstein International Center, the Student Activities Complex, and others, have expanded our capacity to serve our mission, while major renovations of historic buildings, such as Boatwright Memorial Library and the business and law schools, ensure that our historic campus will continue to meet the needs of generations of students to come.

REFLECTIONS IN ROBINS

How much of any of this will pass through graduates' minds at commencement? How much will pass through Ayers' mind as he stands before them on the commencement stage preparing to speak?

Ayers is fond of noting that there are two times in an undergraduate's career at Richmond when his or her entire class comes together. They both happen in the Robins Center. The first is when incoming students attend the Gathering during their very first days on campus. After some talks in the Robins Center, they walk as a class to the president's house for the picnic welcome, and their time is under way.

The next time they all gather, they will walk together along the same paths back to the Robins Center in their graduation gowns, smiling, hugging, inestimably changed.

None of them will have taken advantage of every single opportunity this campus offers. That would be impossible. They will have each made their own paths through them, combining courses of study, faculty mentorship, research and internship opportunities, study abroad experiences, leadership roles, and more as they have seen fit to make the most of four years that will shape them for the rest of their lives. No two students will have done so in the same way. In that fact is the richness and distinctiveness of this community that Spiders share.

Ayers is the first to say that our shared accomplishments during his tenure have been possible only because we — students, alumni, faculty, staff, trustees, and parents — have worked with one another to till exceedingly fertile soil. There is the tangible; we inherit decades of remarkable dedication to students, enormous generosity, and excellent stewardship that have provided Richmond the goodwill and resources to fulfill its ambitions. But there is also the intangible, our common conviction that Richmond is a place unlike any other, a place where we can make a set of bold promises to our students and our community, and then fulfill and even exceed them. In the words of *The Richmond Promise*, we call upon ourselves to “operate as a model institution of higher education ... with the highest standards of innovation and professionalism,” and then we answer that call.

Ours is always a work in progress. But Richmond’s progress under Ayers’ leadership has been remarkable as the University has continued to throw open ever wider the doors of opportunity. And as we look forward, we have every reason to think that this will only continue. ✱

Matthew Dewald is editor of University of Richmond Magazine. He looks forward to reading, in the not-too-distant future, the second volume of Ayers’ Civil War history, In the Presence of Mine Enemies. He also looks forward to writing about Ayers’ next venture, New American History, which will leverage social media to better connect people with history and one another.

UNIVERSITY OF RICHMOND
DOWNTOWN
283

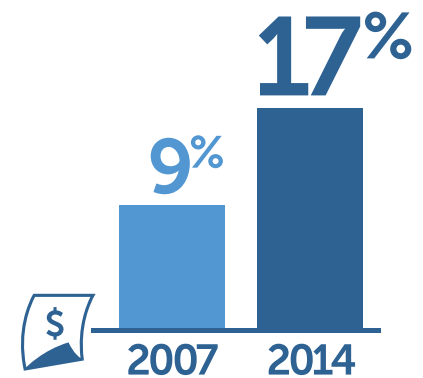
University- and
community-sponsored events hosted
at UR Downtown in 2013–14



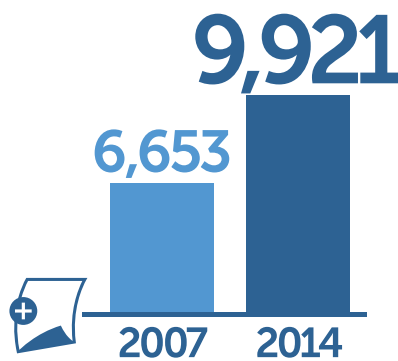
3 dedicated staff positions to support
Jewish, Catholic, and Muslim students

85

community-based learning
courses offered in 2013–14



First-year students receiving
Federal Pell Grants



Applications for
undergraduate admission

4/5
★★★★★

LGBT Campus Climate rating
from Campus Pride

14%

of the fall 2014 entering class speaks a
native language other than English

2,600 
hours

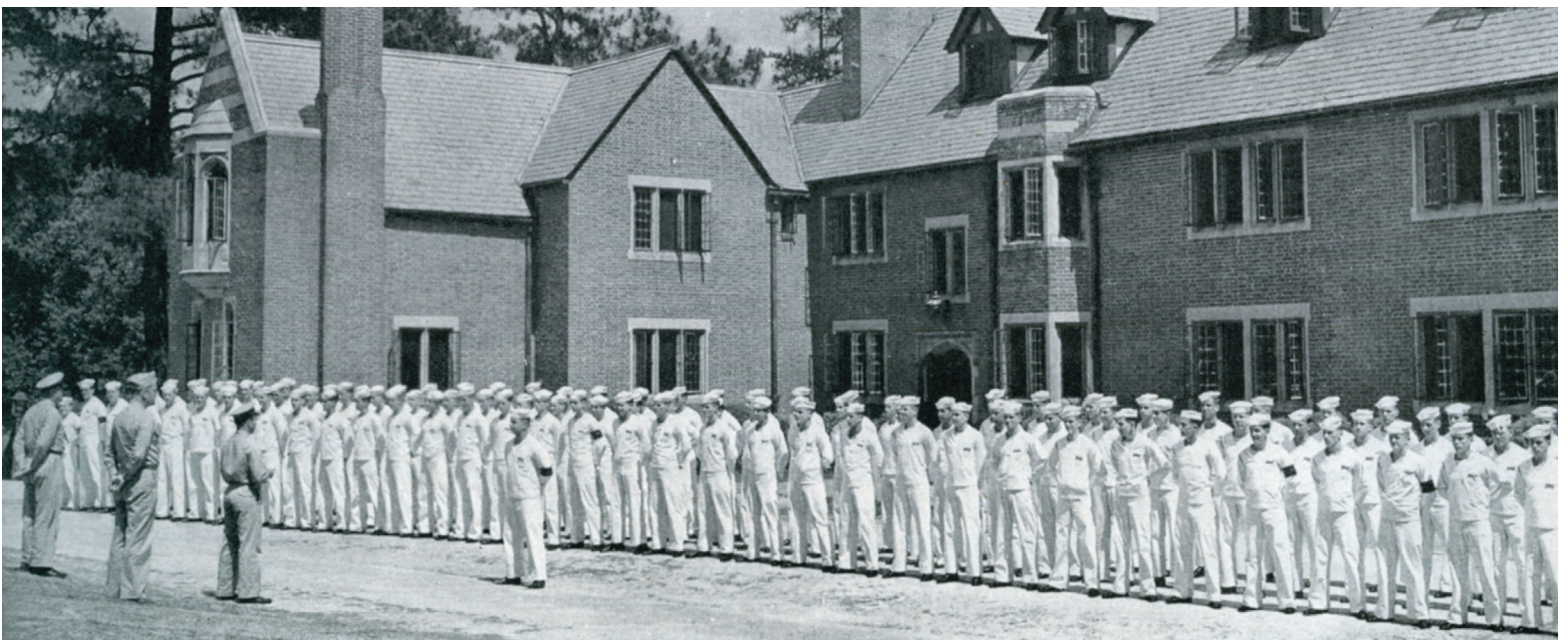
Pro bono service completed by law
students in the 2013–14 academic year

~~AMERICA MUST STAY OUT OF WAR!~~

RICHMOND GOES TO WAR

As the nation prepares to commemorate the 70th anniversary of the end of World War II, we look back on a time when the University's Greatest Generation gave an incredible measure of devotion on the battlefield and at home.

BY PAUL BROCKWELL JR.



A GROUP OF V-12 TRAINEES
muster in front of
Jeter Hall.

Before the Battle of London and Pearl Harbor, some of the biggest campus concerns included funding a new student activities building and a debate — through letters to this magazine — over whether the University should continue calling itself the Spiders or opt for a Confederate mascot to throwback to the city's role during the Civil War. (Thankfully, wisdom and the Spiders prevailed.)

Early campus attitudes to the war were somewhat isolationist, as was much of the country. On Sept. 15, 1939, *The Collegian* began printing “AMERICA MUST STAY OUT OF WAR!” above its nameplate and announced it would keep that statement there through the duration of the conflict in Europe. In that same issue, the editorial board penned an iso-

lationist jeremiad denouncing U.S. involvement in Europe. A year later, the statement disappeared. The federal government had instituted the draft, and the Battle of London had helped shape public attitudes about the country's inevitable entry into the conflict.

By the spring of 1941, the “Undergraduate Slant,” a regular *Alumni Bulletin* feature written by students, reported that some 250 students, faculty, and staff had registered for the draft. “‘Help Britain at all costs’ is the dominant attitude, and the progress of the war is daily charted in the between-class groups gathered on the grass these warm, spring days,” wrote Paul Saunier Jr., R’40. “War or peace, the young Spiders are taking the world in stride.”

Then came Pearl Harbor, where at least four alumni were stationed during the attack, and the stakes became abundantly clear. Campus, like the country, transformed to meet the tasks ahead. Suddenly, the young men who had been coxswains on the UR crew team now took charge of much bigger tasks on much bigger boats. Westhampton students planted victory gardens and took to the rooftops to watch the skies for enemy aircraft. Class notes came through censors from abroad. And one of our own received the Medal of Honor for his valor in Italy.

But this overwhelmingly patriotic response came at a cost to UR and many universities as they struggled with decreasing enrollment and uncertain finances. In the end, the very wartime needs that threatened UR would shore it up in the short term and for generations.

SOMEWHERE OVER THERE

On a cold, crisp February morning in 1943, President Fred-eric Boatwright, along with students and family members, helped see off 49 men called up from the Army Reserve. The 49ers, as they were nicknamed, left on a streetcar to begin their journey to Fort Meade, Md. The local newspaper pointed out the sobriquet, given because of their number, suited the young men well since, in a way, they were also pioneers — “the first of the college reserves to forsake the classroom for the training field and the eventual field of battle.”

“From the far-flung battlefields have come word of heroic exploits by University of Richmond alumni in the uniforms of the Army, the Navy, and the Marine Corps,” begins the coverage of the war by the *Alumni Bulletin*, as this magazine was then called. Replacing stories about math and biology at the college were lists of promotions and accounts of more lives lost in the struggle against the Axis.

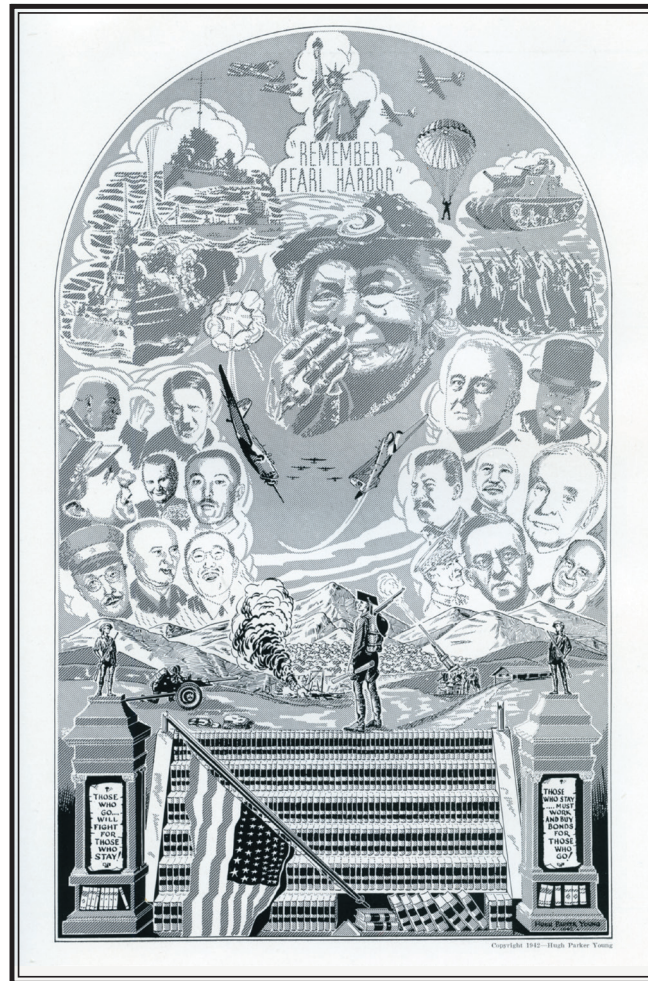
A regular feature — called “Passed By Censor” — began appearing in the magazine and offered bits of everyday life at the warfront. The name came from the stamp applied to mail as it was screened to prevent any “loose lips sink ships” situations. Many of the letters express the surprise of men abroad who met fellow Spiders in the most unexpected corners of the globe. Some expressed the mundane life of being stuck on a ship.

“You didn’t get off the ship very much,” says Bill Magee, R’48, who served on a destroyer in the Pacific. “The big deal was to be able to come into some island base that was established and have a baseball game and beer and hot dogs.”

The experience for many was incredibly harrowing. Jimmy Boehling, R’48, was drafted into the Army Air Force and shipped off to Europe. He was the navigator for a B-17 combat mission over occupied Germany when he noticed the plane stalled. He tried alerting the copilots and the toggler to no avail, and eventually decided he needed to bail.

“So I took my parachute off the table — I forgot to hook to the right side — pushed the door open with my shoulder, and rolled out headfirst into the slipstream,” Boehling said. “I never saw the airplane again, but I heard an enormous crashing sound.”

Boehling floated down into a field 10 minutes later. A German farmer largely ignored him and a group of school boys on bikes helped get him to the road, where a French lorry and then an American jeep eventually got him to a castle being used as a radar station. He was reassigned to a new crew and given a week of leave for rehabilitation back in London. Just before he was about to ship out to the Pacific



HUGH PARKER YOUNG, L'42, was the law school editor of the *Web* that year, and had formerly attended the National School of Fine and Applied Art. His Pearl Harbor memorial illustration appeared in the 1942 *Web*, with a note that Parker was “solely responsible for the drawings that appear in [the law] section, and deserves whatever credit they merit.”

Theater, the war in Japan ended with the atomic bombs.

“I was quite relieved of course,” says Boehling, who now lives in Richmond’s Fan District. “But I was prepared to go against Japan.”

Had the war not ended, Boehling would have begun flying on a B-29 bomber over Japan, a prospect that didn’t sit well with him.

“I didn’t know at the time of the massive firebombing that they did against Japan,” Boehling says. “It was just saturation bombing. And I would not have liked to do that. I didn’t mind deploying against military targets, but not against civilians. Fortunately, I never had to.”

All told, around 1,400 alumni and former students served in uniform. At least 60 died in service, including one woman, Elizabeth Seay, W’33, a member of the U.S. Navy’s WAVES division for women. Ernest Dervishian, L’38, would receive the Congressional Medal of Honor for “conspicuous gallantry.” (See sidebar on page 27.)

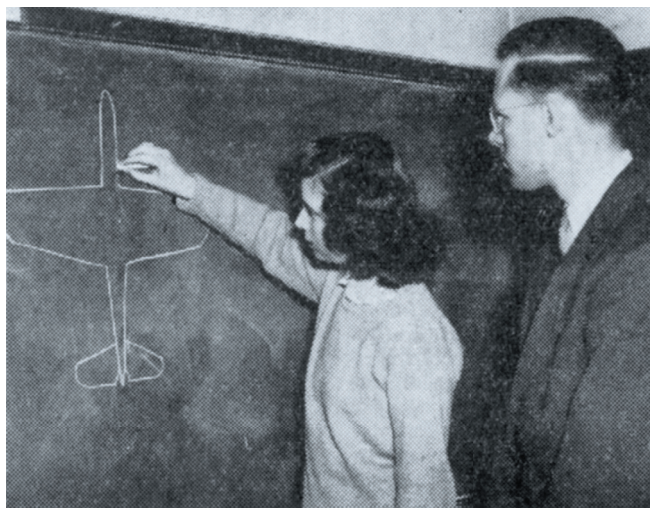
ON THE HOME FRONT

At the University, life had begun changing in the years before the U.S. entered the war. “‘On borrowed time’ sums up the attitude of University of Richmond students today,” wrote the late Guy Fridell, R’43, in his last act before being drafted into the U.S. Army Medical Corps. “Those students privileged to remain in school feel that they must make the most of their opportunities. Classes have taken on a new value since the war. Instead of studying for grades or parents, they are studying for that time when such knowledge will become dynamite in their hands.”

To keep with the demand and times, Richmond began

offering courses in aeronautics, cartography, radio, nutrition, and nursing. Civil defense preparations began to consume daily life, with attempts in the city to build an air raid siren system that encouraged civilians to follow widely communicated precautions.

It didn't take long for that mindset to take hold. The new Westhampton College War Council directed civilian efforts on campus. Among them were drives to sell war stamps and bonds, rolling bandages for the Red Cross, learning first-aid, and staffing the University's aircraft warning post.



ABOVE, FROM LEFT: *The War Council, 1945; Patricia Husbands demonstrates her airplane identification skills, 1943; Frederic Boatwright seeing the '49ers off on the streetcar, 1943.*

OPPOSITE PAGE: *Returned GIs enrolling for classes at the start of the spring semester, 1946*

"With war raging, no one knew if Richmond would be attacked," writes Walter Griggs, R'63, L'66 and G'71, in *World War II: Richmond, Virginia*. "Therefore, all kinds of precautions were being taken, but most of them would prove unnecessary."

On campus, buildings were designated as air raid shelters, including Ryland Hall, the basements in the Refectory, Millhiser Gymnasium, North Court, and Jeter and Thomas halls. Papers note that air raid warnings and blackout drills happened frequently in the city, with varying degrees of compliance.

In 1942, the West End aircraft observation post moved from the corner of Three Chopt and Patterson Avenue to the top of Pur-year Hall, then the chemistry building. Griggs' history notes that students, staff, and faculty manned the post in two-hour shifts, rain or shine. As more men left for the warfront, Westhampton students stood atop of Pur-year to spot and identify aircraft.

The contributions of Westhampton's students cannot be overstated. As the war raged on, enrollment of women increased and so did the rate at which society looked to them to fill roles traditionally performed by men. Some joined the effort overseas with the Red Cross or the auxiliary corps of the armed service branches.

"Not only is it no longer fashionable, but it's not even patriotic, in these days to be helplessly feminized," said Fanny Crenshaw, director of physical education. "Women have their part to do in the winning of the war, and they can't work strenuously for long hours at difficult tasks unless they are physically fit."

One *Richmond News Leader* article touted the success of women trained to identify planes. They also collected scrap metal to send to factories making war materials.

Westhampton College also began its own victory garden in the spring of 1943. They haggled with President Boatwright over how big the plot would be. Seeking a whole acre, they settled for a half-acre after the president's counteroffer of a quarter acre near River Road. The garden would grow potatoes, tomatoes, carrots, corn, and turnips for use on campus.

"Blisters and callouses will be badges of honor in these war days," said Martha Lucas, dean of students for Westhampton. Lucas estimated the "farmerettes" put in around 200 hours of work per week to grow vegetables, with Boatwright

himself drawing upon his experience farming in Powhatan County to advise the students on the when, where, and why of potato planting.

The war affected everyone — whether in the armed services or on the home front. "Everything was rationed — clothes, food, and shoes," says Magee, a Navy recruit. "We say we're at war now, but this isn't anything like what the war was for the civilian population."

Griggs' history notes that recipes for sweet potato coffee ran in the local paper, authorities banned driving for pleasure, and people sent spare tires back to the factories. Even alarm clocks were hard to find. Professors began biking to campus to save rubber for military vehicles.

Yet, as the war wore on, students became more scarce. There was a real concern with enrollment management.

"Classes have taken on a new value since the war. Instead of studying for grades or parents, they are studying for that time when such knowledge will become dynamite in their hands."

In June 1942, the draft age was lowered to 18, and President Boatwright wrote to alumni about the steep decline in the number of men attending colleges nationwide. Dean Raymond Pinchbeck of Richmond College predicted a worrisome 20 percent decline in students for Richmond College during the 1942-43 academic year.

"Such a drop in enrollment taken with the steady decline in rates of interest on all endowments would seriously affect our ability to maintain the University," Boatwright wrote in an appeal to alumni to recommend Richmond to students.

Pinchbeck himself would leave his post to serve as a supply pricing agent during the war, but he also wrote to his male charges that the Selective Service program called men into war as needed but, in the meantime, anticipated them continuing their studies.

"After a careful study of the present situation, and the needs of our country, it is my opinion that the very best possible service a student in Richmond College can now render his country is to do well his work as a student until the call for his active participation in the armed services is made official by our government," wrote Pinchbeck.

ENTER THE V-12 PROGRAM

Just as the needs of the war threatened the University, they would also help Richmond endure it through a Navy training program called V-12. In July 1943, the first V-12 class took over Thomas and Jeter halls, bringing much-needed students. Richmond College professors would help train more than 800 officer candidates from July 1943 until the program closed in the fall of 1945. Among the men who came through Richmond, one went on to lead Boeing and manage the development of the 747, still considered the queen of the skies.

"I think V-12 saved the UR from closing up," says Bill Magee, who arrived in August 1943 as part of the program. "They didn't have enough civilian students to keep it going."

Magee, who retired as captain after a career in the Navy, remembers hearing the news of Pearl Harbor in high school. Like many, Magee opted not to finish in order to enlist in the effort.



"The entire country was mobilizing," Magee says. "Everybody was going in the service — all my friends."

Magee reported to UR for a 16-month training stint before shipping out to a salvage vessel in the western Pacific.

"We wore uniforms and observed military courtesies, which most of us knew nothing about," Magee recalls. "The principle focus was to give us some basic academic background in order to qualify as officers."

Richmond was one of 131 universities involved in the U.S. Navy's largest officer training effort, which trained more than 125,000 men nationwide. Our University kept its V-12s mostly separate from civilian students. They were on a different schedule, attended their own classes taught by the Richmond College faculty, and answered to their commandant, Lieutenant J.H. Neville. Though sequestered academically, they contributed inestimably to the campus culture.

Athletics probably benefitted the most obviously. The 1943 football team — bolstered by a substantial number of former William & Mary and Washington & Lee students — lost only once that year, to Duke University, and finished as state champs. The men's basketball team also had a great season, winning the "Big Six" title. Those victories helped bring the two student bodies together, according to James Schneider, author of *The Navy's V-12 Program: Leadership for a Lifetime*.

The contributions of naval trainees spilled over into other aspects of campus life. Their band played for dances, and the campus canteen became a place for the recruits and civilian students to socialize. In 1944, the midwinter dance at Westhampton was postponed because the V-12 unit had been quarantined for three weeks after around 40 trainees contracted the mumps. Wartime volumes of *The Web* reveal that many clubs, faced with a shortage of men, recruited from the Navy trainees.

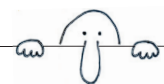
An Oct. 20, 1944, *Collegian* editorial gave full credit to the V-12s for the continued success of many activities around campus: "It was from this class of men that sprung most of our college Spirit. ... Many of the organizations would now be inactive had it not been for the spirit of the members of the V-12 Unit. At first the presence of the men in Navy blue was resented, but now firm bonds of comradeship and fellowship exist."

AFTER THE WAR

Once hostilities ended, Richmond, like many other institutions of higher education, enjoyed a boom in enrollment as young veterans returned to college on the G.I. Bill. During the spring of 1946, the campus honored its dead with a memorial service, and Boatwright awarded honorary degrees to Gen. Dwight D. Eisenhower and Admiral Chester Nimitz.

The next fall, in Dr. Modlin's first year as president, the University enrolled 3,400 students — 70 percent more than five years earlier. Of those new students, 2,000 were veterans of the war. ✱

Paul Brockwell Jr. is section editor for University of Richmond Magazine. His fascination with World War II goes back to a first-year seminar he took on the war's portrayal in literature and film. Also, Kilroy was here.



RICHMOND'S MEDAL OF HONOR RECIPIENT



Ernest Dervishian's Medal of Honor citation reads like the plot of a Hollywood film. He single-handedly forced an extraordinary number of Germans to surrender while fighting and advancing around Cisterna, Italy. Despite winning the country's highest military decoration, Dervishian, a 1938 law grad, remained humble about the work of himself and his unit that day. "God's hand had been on my shoulder — I was lucky. My thoughts and your thoughts go out to those who have been killed, those who have been wounded, those who are missing, those who are prisoners of war," Dervishian later said at Richmond. "They are all due equal credit, if credit is to be bestowed for doing one's duty. Countless others performed acts equal to mine. They were not so lucky."



A QUIETER NOW

*It is both the work and the adventure of a lifetime
not to be trapped in either our past or our ideas and concepts,
but rather to reclaim the only moment we ever really have,
which is always this one.*

—Jon Kabat-Zinn, *Mindfulness for Beginners*

BY KIM CATLEY
PHOTOGRAPHS BY JEFF SAXMAN



I SIT DOWN AT MY DESK TO WRITE THIS STORY.

I turn on my laptop, gather my notes, and open Word. Just as my fingers start to tap the keyboard — *ding* — an email arrives. I can answer that one tomorrow.

Ding. Another one. That I can't ignore. And that reminds me, I told them I'd help them with that other thing today. It'll just take a second.

Chime. A text from my husband asking if I can run home at lunch today to let the dog out. We're also out of bread, and I need to remember to run by the grocery store. Let me write that down. Where did I put my pen?

Ring. "Did you send those files to the client yet?" Let me do that right now. Is this one the most recent version, or is that one? I'll have to check.

The day progresses, and the to-do list builds. The gas pedal is mashed to the floor, and a leisurely cruise turns into a race down the Autobahn. My mind jumps between thoughts and tasks, each fighting to get to the front of the line. I keep telling myself that it will be easier to approach this writing assignment with a clear plate and head.

Soon, it's 3:30 p.m., and my Word document is still sitting open with nothing more than a headline, a few half-formed thoughts, and a blinking cursor.

I close my eyes, take a deep breath, and try to recall Shari Motro's first-year seminar: Sex, Mindfulness, and the Law. Every Tuesday, 16 students — as well as faculty, staff, and students from around campus — gather in the Law School Commons. The room is buzzing with pre-class chatter as we stand around a circle of chairs. Motro walks in, quietly removes her shoes, and takes a seat. Without a word, the activity of the room dissipates, and everyone makes his or her way to a seat on a chair, a couch, or a cushion on the floor.

"This is the time when we say goodbye to our phones," she says. "We'll come back to them in a little while."

And then, we sit. It's not an easy thing at first. I wonder, can I stay in this position for 15 minutes? How, exactly, do I let go of my thoughts? Is this really going to work?

Before I know it, the time passes and everything just feels ... calmer. Slower. Still, even. My foot has lifted off the gas pedal.

Perhaps because of the faster-paced and increasingly connected, yet equally disconnected, world in which we live, mindfulness practices — methods to bring intentional focus to the present

moment — have been getting more attention in recent years. Yoga and meditation classes are packed to the walls. Meditation apps like Calm and Headspace are trending. Mindfulness institutes are opening in an effort to research practices and integrate them in a holistic healthcare model.

At the University of Richmond, Motro isn't alone in teaching students how to use mindful meditation to manage stress and live a more engaged and focused life. Roger Mancastroppa, associate director of the Academic Skills Center, and Kris Day, a psychologist with Counseling and Psychological Services (CAPS), also explore a variety of practices in their first-year seminar, Stress Reduction Through Self-Awareness, as well as in their one-on-one interactions with students who visit the Academic Skills Center and CAPS.

"When you live in a very competitive society, there's a lot of judgment, and comparison, and competition to out-achieve," Mancastroppa says. "The education system falls right in line with that. We take the greatest achievers, they come here, and they're extremely competitive. When they can't handle it, they start to come apart at the seams."

When the Lion Attacks

No one questions that technology has made our lives easier in countless ways, but with it has come the expectation that we can do 10 things at once. There's a heightened urgency in everyday life that can be triggered by seemingly mundane situations.

Kris Day explains that when we come across one of these triggers, the amygdala, one of the most primitive parts of the brain, is activated. It alerts the brain that a threat exists and initiates the fight-or-flight response. The body's sympathetic nervous system kicks in, cortisol and adrenaline are produced, the heart begins to race, and the breath becomes shallow. Reproductive and immune systems slow down, allowing other, more necessary, functions to take over.

"This was great for our ancestors because they would recognize, 'There's a lion about to attack me,'" Day says. "But in the reality of our world now, an email can set that off. Now it's things that aren't that threatening, but our system still responds to them like they are."

Over time, endless triggers and extended time in a fight-or-flight state is depleting. It can lead to fatigue from a constantly active mind and body or

illness from a compromised immune system.

Day teaches students how to recognize these automatic responses and instead engage the parasympathetic nervous system — relaxing the jaw muscles and taking a deep breath, for example — to manually override the body's reaction.

"We can't turn off our alarm system, and we don't want to," she says. "We need to be able to protect ourselves from danger. Instead it's learning to enhance awareness, to slow down our physiological response, and to put the situation into context and perspective."

This isn't to say that these same techniques don't apply in cases where less mundane threats exist. Mancastroppa was introduced to mindfulness when experiencing post-traumatic stress disorder (PTSD) after an Army deployment to Haiti in 1994.

He particularly struggled with hypervigilance, which he describes as the past infusing itself in the moment in an unreal way. "I was hypervigilant about everything and everyone around me when I was in public, especially in large crowds," he says. "Even though I knew I was safe, I still felt like my life was in danger."

Mancastroppa tried counseling and a variety of techniques to manage his



DON'T JUST DO SOMETHING. SIT THERE. *Mindfulness isn't limited to formal practices like yoga and meditation. Kevin Heffernan suggests refraining from multitasking and experimenting with doing one thing at a time. When walking, just walk and be aware of your feet on the earth (and keep the phone stowed away). When driving, just drive with both hands on the wheel. And when daydreaming, just daydream — make some space in your life for unstructured activity. Those who want to dip into meditation can start with a short and simple sit. When Roger Mancastroppa guides first-time students, he begins with helping them find a comfortable seated position — feet on the floor, hands and arms resting on the chair or the lap, and the eyes closed. Then, he asks them to focus on the breathing, feeling each inhale and exhale throughout the body. Students begin with two minutes, with instructions to work it into their day, moving to three, five, and ultimately 10 minutes by the end of the week.*

PTSD, but ultimately, mindfulness practices were the only approach that worked for him. “I learned to be aware of myself and my body,” he says. “It was a huge paradigm shift in my life.”

Calming the Brain

Shannon Rosser speaks rapidly as she lists everything she's dealt with in recent years. Caring for her father through a terminal illness. Divorce from her husband of 30 years. Breast cancer. Medication that left her cloudy and unfocused. A diagnosis of ADD in her late 50s. Early retirement from her career as a high-level business executive. Moving from Washington, D.C., to Richmond. Returning to school in the University's School of Professional and Continuing Studies.

Any one could pose a distraction, but combined? It's no wonder Rosser has difficulties with concentration. Not usually one to ask for help, she was apprehensive when she went to the Academic Skills Center and met with Mancastroppa.

His questions about her history and understanding of her experiences established Rosser's trust. When he suggested she try mindful meditation, she set aside her hesitation.

Rosser wasn't sure Mancastroppa's own practice, which comprises up to an hour of meditation every day, was possible. “My first thought,” she says, “was I don't want to have to set aside an hour to do that.”

She started with shorter guided meditations, but as she felt more in control, she let the practice slip. That's when she found the benefits of her brain training start to slip away — much like any other exercise — and she realized a regular practice wasn't only possible, but necessary. Rosser now tries to incorporate 30 to 45 minutes of guided meditation a day.

“I always want to be going, and if I let that stuff start swirling around in my mind, I'm doing things but I'm not prioritizing any of them,” she says. “Now I know it's OK to just sit there and think about this one.”

“I tell myself, ‘You have lots of good ideas, but you need to calm your brain.’ It's not a magic cure. But a half hour, 45 minutes — that's a small price to pay for the rest of my day to be great.”

Philosophy, Psychology, Religion, or All of the Above?

Are meditation and yoga religious practices? Can opening the mind also make one receptive to negative influences? Questions like these have led some to think that mindful practices are in conflict with their religious beliefs or their desire to not subscribe to any faith tradition.

As scientific research continues to back the benefits, though, mindfulness is gaining more attention, and many who previously avoided the practices out of religious concerns are now reconsidering. Lucy Graham, '15, president of UR Zen, a student organization that supports the exploration of meditation, says the practice can offer a neutral middle ground for those who aren't looking for a religious practice.

“People who trust science as a way of getting at truth can look at meditation, and it's proven and they can trust it,” Graham says. “They find it as a happy medium and a stepping-stone where they can be spiritual without making conceptual commitments that they're not ready to make.”

But as more students explore meditation for non-religious reasons, Kevin Heffernan, the University's Buddhist campus minister, has had to expand his role beyond serving the campus Buddhist population. In his workshops and at the weekly gathering of the UR Zen student group, he works primarily on teaching the physical practices. He says these techniques are concrete and have nothing to do with beliefs — at least, nothing beyond the belief that it will help.

“I just hope that they find skillful ways of living that lead to more wakefulness, more compassion, more self-compassion, more loving kindness,” he says. “And I think you can achieve that through a lot of different ways. Buddha himself said, ‘If this doesn't work for you, try something else.’”

A Culture of Mindfulness

When asked what a campus culture of mindfulness could look like, CAPS psychologist Kris Day describes people walking around without phone in hand, noticing the beauty that surrounds them, and engaging in meaningful in-person conversations.

Day, Roger Mancastroppa, and law professor Shari Motro are working with other faculty and staff to question what a campuswide culture might be — and

what it could take to get there.

For starters, they hope that instilling a mindful mindset in faculty could create a trickle-down effect where faculty acknowledge student commitments outside their classroom and assign workloads with that in mind.

“It's not to get them to slack off on their students,” Day says. “It's getting them to understand that they need to give these students, and themselves, permission to slow down.”

They also hope that by incorporating meditation techniques in class, students can learn to not only manage time and stress but also explore other potential benefits.

For instance, 16 students in Motro's class are spending their first semester at Richmond looking at the intersection of mindfulness with sex and relationships, specifically when it comes to consent.

“The issues that come up in sexual relationships parallel issues that come up in other types of relationships,” Motro says. “We're asking, ‘Can we be really honest about our own meaning of yes, no, and maybe and articulate that clearly? Can we listen to someone else whose desires might be different from our own?’”

“Mindfulness practices can help us do this. They help us be more conscious, more deliberate about our actions and the state of our mind and heart.”

The outcome of these explorations remains to be seen. If we're focusing on the present moment, only a few things are certain. In a high-performing academic environment in a fast-paced world, some students, faculty, and staff are searching for stillness, and a handful of instructors are teaching them to pause, breathe, and experience the world around them.

“In the beginning, it doesn't matter if it's two minutes,” Mancastroppa says. “And that moves to three and then to five, and if I can get them to do 10 minutes a day after one week, they come back and talk about the transformation in their life.”

And maybe, just maybe, this one writer can quiet her thoughts just long enough to finish this one story. ✱

Kim Catley is a writer at the University of Richmond and a registered yoga teacher. One day, she'll figure out how to quiet her mind.



ALUMNI

VALENTINES



Photograph by Gordon Schmidt

REUNITED AND IT FEELS SO GOOD

The two dated as students and married in October after 50 years apart.

Young love

Last May, for the first time in nearly 50 years, Bob Harvey, C'64, and Kendal East Mitchell, W'64, found love again amid the hustle of Reunion Weekend.

The two dated briefly in college but hadn't seen each other since. Both went their own way, fell in love, and mourned through the loss of spouses.

Then came Reunion. Some of Bob's fraternity brothers conspired to save them seats next to each other. Shortly after the fireworks, another spark had been ignited. The two spent the rest of the evening talking at Phil's Continental.

They exchanged numbers, but

Kendal accidentally gave away the ticket she had written Bob's on. Thankfully, Bob called her. One phone conversation led to many others. When they started talking about each other's medications, they knew it was something special. The rest, as they say, is history and gentle jokes from friends about rushing into marriage last fall.

"We're 72. Who's got time?" Kendal says. "This is not like when you're young and get married and have your whole life in front of you."

The couple relocated from Florida and the Outer Banks of North Carolina to Richmond, where it all started.

GOOD LIBATIONS



BLOODY AWESOME. The corporate world handed Grady Hébert, '93, a pink slip after years of work, but his spirits haven't dimmed. With some encouragement from friends, he and his wife Sarah, '94, whom he met at Richmond, started Spider Specialty Foods. Their signature item is a bloody mary mix with equal parts spice and school spirit. "This recipe has been in development since 1992, and we hope you enjoy the venomous fruits of our Sunday morning labors," says Hébert. Sounds like the perfect Reunion Weekend brunch drink to us. But take a look for yourself. spiderfoods.com

REPORTS FROM AFAR



WRITE HOME

To receive a complimentary copy of *The Very Busy Spider* for your newborn courtesy of alma mater, email us at classnotes@richmond.edu.

The very busy Spider

With the arrival of a new son, Julee Wilson Wareham, '04, wasn't able to make it back for Homecoming last fall, but she was there in spirit and sent this adorable photo of her new itty bitsy spider next to a complimentary copy of *The Very Busy Spider* sent by the Alumni Association. The staff there welcomes your good news and the chance to send you a copy for your little one. It's never too early to start instilling Spider Pride.



EARLIER YEARS

"We can't figure out who broke up with whom or why we broke up," Kendal says. "We were really fond of each other."

The two started dating at beach week after sophomore year and even spent one date aboard the ferry from Norfolk to the Eastern Shore of Virginia, where Kendal is from.

Wish we were there

It's hard not to indulge the hopes of this group of alumni who wanted to make the magazine. Carlos Berguido, B'87 (center), organized a brunch for Spiders during one of Nate Crozier's admission recruiting trips to Panama. We're always glad to see Spiders getting together, even if we're jealous of the weather down there at this time of the year.

JOIN THE FUN

Women and Leadership

APRIL 16 & 22, 2015

Join alumnae in San Francisco (April 16) and Chicago (April 22) for two more Women and Leadership panels to cap off our centennial celebration of Westhampton College.

Reunion Weekend 2015

MAY 29-31

Come relive the glory days and catch up with your friends. Who knows? You may even find love. Registration opens in March.

CAREER Q&A



Photograph courtesy of Sarah Singletary

CAMERA SHY

Singletary says her biggest regret is not taking more photos of everyday life.

A life inspired

Joining the Peace Corps was an easy choice for Sarah Singletary, '09. After stints in Niger and Cameroon, she returned home and became a country desk officer at headquarters in Washington, D.C.

What do you wish you had known before your volunteer stint?

I spent a disproportionate amount of time worrying about bugs and mosquitos and scorpions — things that in retrospect seem pretty silly. I wish I'd known how hard it would be to grasp the challenges faced by communities.

What does a country desk officer do?

I work mostly with a few countries in southern Africa. I liaise between overseas staff and HQ, get answers to their questions, and ensure access to resources. I advocate for their programs and represent the Corps.

What did you do right after you returned from your service?

I was a couch potato. I needed to relax, get my bearings, catch up on TV, eat Cheetos, and wear my pajamas. Some people go right to grad school or work. I'd have found that overwhelming.

How did you end up at HQ?

I did something that drives against my personality: network aggressively. I met friends of friends and someone who worked at Peace Corps who introduced me to someone else. An internship and lucky timing got me in the door. I've been here ever since.

Where is the Peace Corps heading?

We've spent a lot of energy refocusing projects, making sure we're focusing on areas where volunteers can have the most impact. We're also bolstering monitoring and evaluation to better demonstrate what we already know anecdotally is happening in the field.

What are some of the challenges facing the Corps?

Volunteers today are in constant contact with family and friends back home. It can be difficult emotionally to be so connected as you build a new life. But it's also a great opportunity to bring the world home and for volunteers to share experiences with loved ones as they happen.

SPOTLIGHT



CHELSEA WOODEY, '06, is chairing this year's Taste of the South committee. In March, the Washington, D.C.-based charity celebrates its 33rd year of raising nearly \$4 million for good causes across the South, and in D.C. Woodey is coordinating the committee's 44 volunteers to host their black-tie gala featuring the cuisine (and a little taste of home) from 13 states in the South, including her home states of Kentucky and Virginia. Given the menu, this magazine wonders if she gets a plus-one?



CHAZ BARRACKS, '11, returned to campus in October to share his story as part of UR Comes Out, a monthlong celebration of LGBTQ diversity on campus. Barracks' work focuses on finding ways to use the arts to help individuals embrace and tell personal stories in powerful ways that promote inclusiveness, acceptance, and diversity.



We're all driving safer thanks to **MARTHA MITCHELL MEADE, W'83**, the manager of public and government affairs for AAA Mid-Atlantic. Her work has received the Governor's Transportation Safety Award for Youth Traffic Safety, the Commonwealth Award from the Public Relations Society of America's Richmond chapter, the International Association of Business Communicators' Silver Quill, and the Association of Marketing and Communication Professionals' Hermes Platinum Award.



JULIAN METTS, R'59, received the 2014 Humanitarian Award from the American Association of Orthodontists. Metts founded the International Hospital for Children in 1999. Renamed the World Pediatric Project in 2010, more than 7,000 lifesaving surgeries for children in Central America and the Caribbean have been performed through the project.



PCV MEMENTOS

"I brought back things that aren't traditional tourist relics but which meant a lot to me," Singletary said. "For example, everyone in Niger has these little plastic teapots. It's what they use for ablutions before going to pray at the mosque, but it's also an all-purpose washing device. It wouldn't mean anything to someone else, but it's a reminder of the habits I adopted in the Peace Corps."



CAVENDER'S FAVORITE
MEAD RECIPE

A nutmeg-infused mead recipe written by Syr Michael York, an English nobleman in the 13th century.

Ingredients:

Honey
Water
Lemon and orange zest
Nutmeg
Clove
Vanilla bean
Yeast

Directions:

I used 1 quart of honey to 4 quarts of water, boiling the water first and then dissolving the honey in the hot water and putting it back on the fire (my gas stove) to boil again. I skimmed the rising foam until it quit foaming and then took it off the fire and transferred it to a clean vessel to cool. Transferring to a clean vessel (which is nominally room temperature) helps speed the cooling process.

Transfer to fermenter with yeast. Let sit for three days.



Photograph by Gordon Schmidt

The buzz about mead

A drink last popular during the Middle Ages is making a sweet comeback thanks in part to the craft-brewing craze and Bill Cavender, R'89, the drink's chief evangelist here in Richmond.

In its most basic form, mead is just fermented honey and water. The drink may conjure thoughts of Beowulf and the Hobbit rather than something available in the 21st century, but this complicated beverage is enjoying a renaissance from Napa to Richmond.

Bill Cavender traces the resurgence back to the late '70s, when *The Complete Joy of Homebrewing* invigorated a generation of craft brewers. Some got into mead. His own history with the beverage goes back to childhood.

"I've always had a connection with bees," he said. "My neighbor was a beekeeper growing up, and whenever I traveled internationally, I'd always seek out local honey to bring back."

Cavender began making mead shortly after graduating from UR. He was in Austin, Texas, for graduate school when he discovered the city's humid, subtropical climate made brewing beer in his apartment nearly impossible. Even with air conditioning, he wasn't able to provide the flat, steady temps around 68–70 degrees that beer likes. That's around the time that a friend in Colorado put Cavender onto the idea of mead. The wine yeast used can ferment at higher temperatures, and fluctuations don't negatively affect flavor profiles.

"Since then, I've been brewing it for more than 20 years," Cavender said. "Like anything

else, it was a part-time hobby. You do it, you love it, and then you start getting people saying, 'Hey that's really good. Can I buy some?'"

Encouraged by the interest, he and his wife tested the market. In 2013, he opened the RVA Mead Lab in a backyard stable. The research and development space gave people an opportunity to experiment with making and tasting the many varieties of mead. It also resulted in nearly 90 recipes that Cavender plans to draw from when producing mead commercially at his new location, Black Heath Meadery in Richmond's historic Scott's Addition district.

Black Heath Meadery, scheduled to open in early 2015, brings the number of meaderies across the U.S. to around 200.

"It's a beverage with a great story and a lot of history behind it," Cavender says. "For anyone who's into more than the inebriating factors of it, there's a story there that just about anyone can connect to."

QUOTATION

“It was like I had never left. But there was this feeling which was even more powerful than when I saw the ruins of ancient Rome or Machu Picchu.”

STEVE BOTTI, B'76 and L'79, on his first time visiting campus in more than 35 years during Homecoming 2014.

HEALTH



Photograph by John Moore/Getty Images

FIGHTING EBOLA

Several Richmond alumni are involved in responses to the Ebola outbreak in West Africa.

Outbreak response

Responding to the Ebola crisis in West Africa has been a complicated effort requiring action on multiple fronts, whether direct medical aid, infrastructure improvements, or social change campaigns to stem the virus' spread. Some Spiders are seeing the challenges firsthand.

“We’re all overworked and really tired,” says J.J. Fleskes, '09, chief of staff to the international president of Médecins Sans Frontières (Doctors Without Borders). Fleskes says the aid group ended up shouldering the bulk of medical operations in Liberia after the government's failed response.

“MSF never wanted to be in this position,” Fleskes says. “But if you don’t have the doctors to treat the

patients, then the situation won’t get much better very quickly.”

Education also matters when confronting the epidemic. Perry Maddox, '02, visited Sierra Leone in July to help launch a behavior change campaign. Maddox is the operations director at Restless Development, a youth-led international development agency based in the U.K. The group mobilized 1,400 young Sierra Leonians last summer to provide information about treatment and avoiding infection, and also how to listen to the challenges faced by specific communities.

“There’s a real narrative that’s missing,” Maddox says. “People can adapt and respond to Ebola, and we need to find ways to equip them to do that.”

GRIM ODDS

Liberia had only 51 doctors for its 4 million people even before the Ebola outbreak began. “We knew that if a virus got out of control in this context that it would be a huge problem,” says J.J. Fleskes of Médecins Sans Frontières.

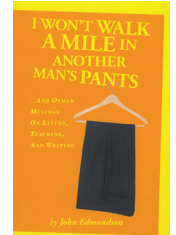
BOOKS



DO YOUR OM THING
REBECCA PACHECO, '01

Pacheco credits Miranda Shaw, a UR religious studies professor, with igniting her interest in yoga philosophy. Now a master teacher and creator of omgal.com, she offers this manual for the modern yogi, combining intention and enlightenment with athleticism and physicality.

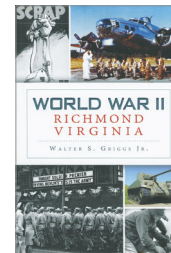
Hopkins Phillips, who writes about the entanglement of two new professions, one eager to begin her career, the other an undercover FBI agent sent to investigate the theft of electronics from student rooms.



I WON'T WALK A MILE IN ANOTHER MAN'S PANTS

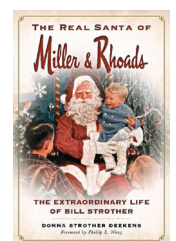
JOHN EDMONDSON, R'78

This volume includes Edmondson's greatest hits from more than 15 years of columns for the *Derry (N.H.) News*. With wit and wisdom, he shares moments from his life as a veteran sixth-grade teacher, writer, and everyman who struggles just to get through the day.



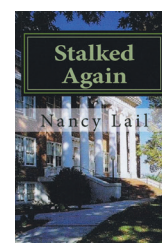
WORLD WAR II: RICHMOND, VIRGINIA
WALTER S. GRIGGS JR., R'63, L'66, & G'71

Historian Griggs documents the effects of World War II on everyday life in Richmond — from rations and restrictions to air raid and blackout drills. He paints a local portrait of a southern city's triumphs and tragedies during the war.



THE REAL SANTA OF MILLER & RHOADS
DONNA STROTHER DEEKEN, W'73

Deekens, a former Snow Queen, explores the life of the man behind the first Santa at Richmond's legendary department store and inspires nostalgia in those for whom a visit to Miller & Rhoads was a yearly tradition.



STALKED AGAIN
NANCY LAIL, W'59

Another mystery from Nancy Lail

NOTES

We welcome your news. Send information to your class secretary or directly to the magazine at classconnections@richmond.edu. Or you may mail it to the magazine at Puryear Hall 200 • 28 Westhampton Way • University of Richmond, VA 23173. Please include your class year and, if appropriate, maiden name. For your children, please include birth dates rather than ages. Photographs of alumni are also welcome and published as space allows. Please note that the magazine does not publish news of engagements or pregnancies. Information may take up to two issues to publish.

The magazine uses undergraduate degree designations for graduates through 1992, and law, graduate, and honorary degree designations for all years.

B Robins School of Business
C School of Professional and Continuing Studies
G Graduate School of Arts and Sciences
GC Graduate School of Professional and Continuing Studies
GB Richard S. Reynolds Graduate School of Business
H Honorary Degree
L School of Law
R Richmond College
W Westhampton College

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University of Richmond Magazine

Class notes are available only in the print edition. To submit your news and photos, contact your class secretary or email us at classconnections@richmond.edu.

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University
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Magazine

Class notes are available only in the print edition. To submit your news and photos, contact your class secretary or email us at classconnections@richmond.edu.

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Richmond College
F. W. BOATWRIGHT, PRESIDENT.

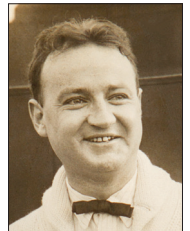
LATIN—PROF. MITCHELL AND DR. FOUSHEE. PHYSICS—PROF. WINSTON.
GREEK—PROF. HARRIS. CHEMISTRY—PROF. HUNTER.
MODERN LANGUAGES—PROF. BOATWRIGHT. PHILOSOPHY—PROF. WHITSITT.
ENGLISH LANGUAGE AND LITERATURE—PROF. CHANDLER LAW—PROFS. GREGORY, MINOR AND LONG.
MATHEMATICS—PROF. GAINES. HISTORY—PROF. MITCHELL. ENGLISH BIBLE—DR. TUPPER.

Report of Mr. *H. B. Schultz*
for the Month of *October*, 1902.

CLASSES.	CLASS STANDING.	ABSENT.			REMARKS—Scale.—Recitations and Exercises are valued from 100 for thoroughness and accuracy, down to 0 for absolute deficiency. The average of these is reported. Marks 90 to 100 indicate work of high grade or excellence. Marks 80 to 89 indicate that the student is doing well. Marks 70 to 79 indicate "fairly well" for dull student. "unsatisfactory" for student of capacity. Below 70 "entirely unsatisfactory."
		SICK.	EXCUSED	NOT EXCUSED	
I. LATIN—SENIOR	98			2	<i>Note original Examination paper. Spent day has been one of very best students and has made an admirable record—signed by Prof. F. W. Boatwright—</i>
" INTERMEDIATE					
" JUNIOR					
" SUB-JUNIOR					
" PREPARATORY					
II. GREEK—SENIOR					
" INTERMEDIATE					
" JUNIOR					
" SUB-JUNIOR					
III. FRENCH—SENIOR					
" JUNIOR					
GERMAN—SENIOR					
" JUNIOR					
IV. ENGLISH—SENIOR					
" INTERMEDIATE					
" JUNIOR					
" SENIOR LITERATURE					
V. MATHEMATICS—SENIOR	80				
" INTERMEDIATE					
" JUNIOR					
" SUB-JUNIOR					
LAND AND ENG. SURVEYING					
VI. PHYSICS—SENIOR	88	1			
" JUNIOR					
VII. CHEMISTRY—SENIOR	85				
" JUNIOR					
VIII. PHILOSOPHY—SENIOR	90				
" INTERMEDIATE					
" JUNIOR					
IX. HISTORY					
1. GENERAL HISTORY					
2. AMERICAN HISTORY					
3. POLITICAL SCIENCE					
X. LAW—SENIOR					
" JUNIOR					
XI. ENGLISH BIBLE					

F. W. BOATWRIGHT.
President.

H. B. L. PRINTING CO., RICHMOND, VA. 6632



SCHULTZ ON SCHULTZ

Schultz's scrapbook includes letters from throughout his life. A few excerpts:

JUNE 1932

"Depression, pay cut, all of the ills of the times. But still grinding on."

JULY 1934

"Mary Pickford ... insists on giving us a wedding gift as a token of friendship — a gorgeous Buick LaSalle coupe — the best there is."

OCTOBER 1939

"Things have been rather upset out here, panicky in fact. Due to the war. Staff has been cut down considerably."

JULY 1944

"Just put [son] Bobby on the electric for downtown. ... Not much as this was a quiet day. He saw Astaire and Lucille Bremer in beautiful technicolor setting for Ziegfeld Folies and Sinatra in *Anchors Aweigh*."

Progress reports

Imagine getting a report card with a handwritten note from your college president. Long before FERPA's privacy protections, the parents of Harleigh Schultz, a 1904 graduate, received a copy of their son's October 1902 report card along with this note signed by President F.W. Boatwright: "Your son has

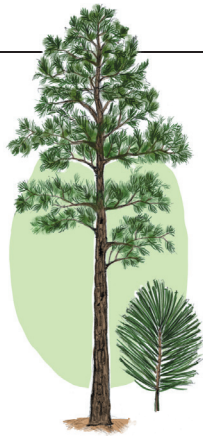
been one of our very best students and has made an admirable record."

This grade report probably never ended up on a refrigerator, but it did find its way into a scrapbook commemorating the life of Schultz that was recently donated to Boatwright Memorial Library by Gwynn Barefoot

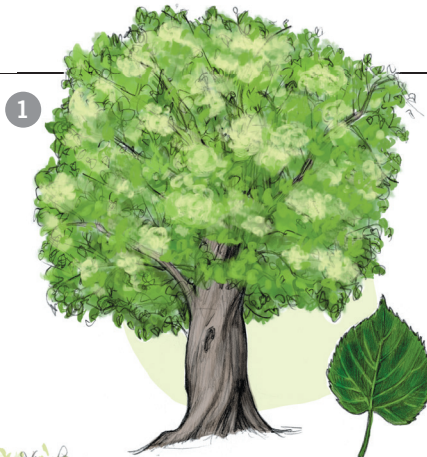
Litchfield, W'61, Schulz's great-niece. His class included the noted historian Douglas Southall Freeman, and Schultz himself went on to be an early movie critic for Boston papers and later a publicist for Metro Goldwyn Mayer Studios back when the MGM lion had just begun to roar.



● Loblolly Pine
● (Pinus taeda)



● Shortleaf Pine
● (Pinus echinata)



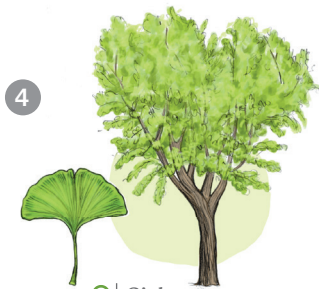
● Linden (Basswood)
● (Tilia americana)



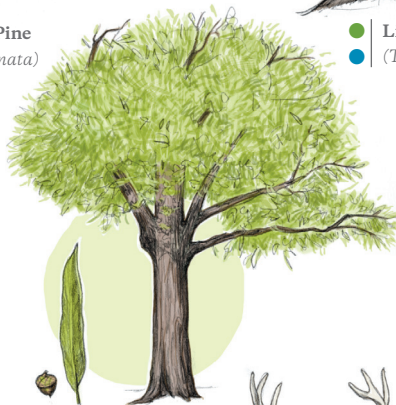
○ Dawn Redwood
○ (Metasequoia glyptostroboides)



○ Crossvine
● (Bignonia capreolata)



○ Ginkgo
○ (Ginkgo biloba)



● Willow Oak
● (Quercus phellos)



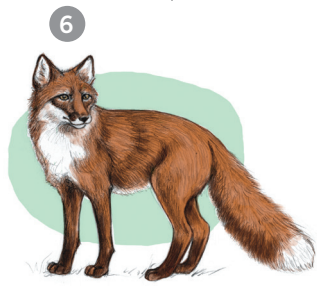
● Crepe Myrtle
○ (Lagerstroemia indica)



● Poison Ivy (in all its forms)
● (Toxicodendron radicans)



● Great Blue Heron
● (Ardea herodias)



● Red Fox
● (Vulpes vulpes)



● White-tailed Deer
● (Odocoileus virginianus)



● Grey Squirrel
● (Sciurus carolinensis)



○ Southern Flying Squirrel
● (Glaucomys volans)



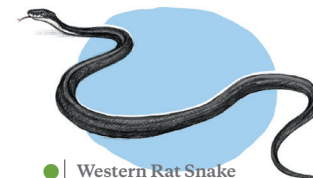
● Chinese Goose
○ (Anser cygnoides)



● Common Snapping Turtle
● (Chelydra serpentina)



○ Bald Eagle
● (Haliaeetus leucocephalus)



● Western Rat Snake
● (Pantherophis obsoletus)



● Yellow Garden Spider
● (Argiope aurantia)



● American Dog Tick
● (Dermacentor variabilis)



● Deer Tick
● (Ixodes scapularis)

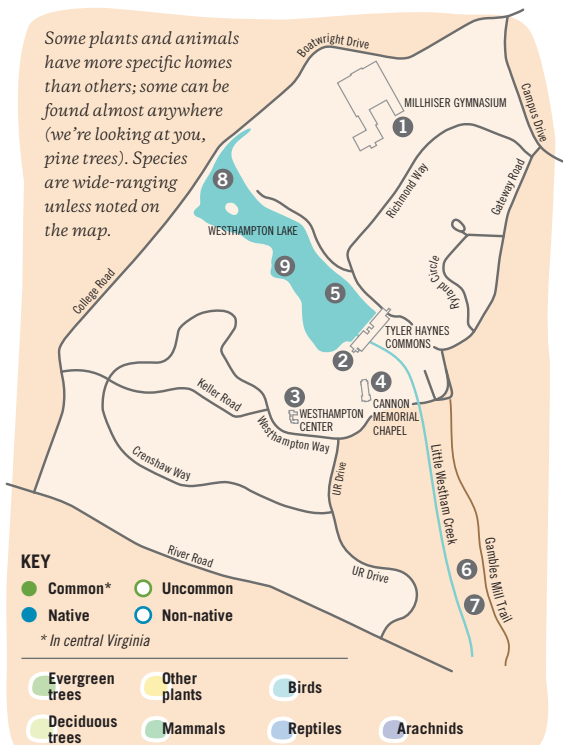


● Lone Star Tick
● (Amblyomma americanum)

OUR NON-SCHOLARLY RESIDENTS

It's no surprise that Richmond recently tied for the most beautiful liberal arts college in America in a national survey of educational consultants. We can, in part, thank generations of architects for that, but we should also thank the spectacular biodiversity that thrives on our campus. From the ubiquitous pine trees that shed all over our cars — and provide significant air cleaning and cooling benefits — to the elusive southern flying squirrel — biology professor Peter Smallwood has seen only one in the 10 years he's been here, and that was while studying them — there is an intriguing and sometimes surprising ecosystem right outside our gothic-arched doorways. Here's a guide to just some of what it offers us every day.

Some plants and animals have more specific homes than others; some can be found almost anywhere (we're looking at you, pine trees). Species are wide-ranging unless noted on the map.



Thanks to the following folks for research assistance and guidance: Todd Lookingbill, Peter Smallwood, John Hayden, and Trees and Shrubs of the University of Richmond Campus (chalk.richmond.edu/biology/trees).

- TOWER OF - SONG

Twice a day, the carillon bells in Boatwright tower chime in elegant tones, a sonic complement to our collegiate gothic architecture.

"When it rings, it lends a certain formality," said Joanne Kong, director of accompaniment in the department of music. "It's a rich, warm ringing sound, and the sounds blend together. It's not at all percussive. It's very velvety, soothing in its way."

Kong has been selecting the tower's songs for 15 years, but the truth is that her choices are limited. She has only a couple of dozen electronic cards to choose among, each with eight to 10 songs. Most are hymns, classical compositions, and seasonal tunes. There are a few oddballs; one card includes the love theme from *The Godfather*. The bells can also be played live, as a visiting artist did last year.

Hearing the bells got Paul Achter, a rhetoric and communications studies professor, tweeting back in August: "a new school year begins and @urichmond still refuses to put me in charge of bell tower music. We may never know how Weezer sounds up there."

His joke got us asking him and others on campus the obvious question: If you could play whatever you wanted on Boatwright's bells, what would you pick?

Ashlyn Gray, '16

President, Delta Sigma Theta

"Wobble" by V.I.C.

"This Is How We Do It" by Montell Jordan

"Latch" by Disclosure

"New Flame" by Chris Brown

"Crazy in Love" by Beyoncé

Joshua Tucker, '17

Music director, WDCE radio

"Sunday Morning" by The Velvet Underground

"San Francisco" by Foxygen

"Lithium" by The Polyphonic Spree

"Mercury Dime" by Death Vessel

"Always Something There to Remind Me" by Naked Eyes

Yvonne Lam

Violin/viola, eighth blackbird, UR's ensemble-in-residence

"Music in Similar Motion" by Philip Glass

"Fanfares" by György Ligeti

"Dance of Fury, for the Seven Trumpets" from
Quartet for the End of Time by Olivier Messiaen

Last movement of Beethoven's violin concerto

A medley of famous ringtones: Nokia, T-Mobile,
Verizon, AT&T, Apple's "Marimba," etc.

Paul Achter

Associate professor, rhetoric and communication studies

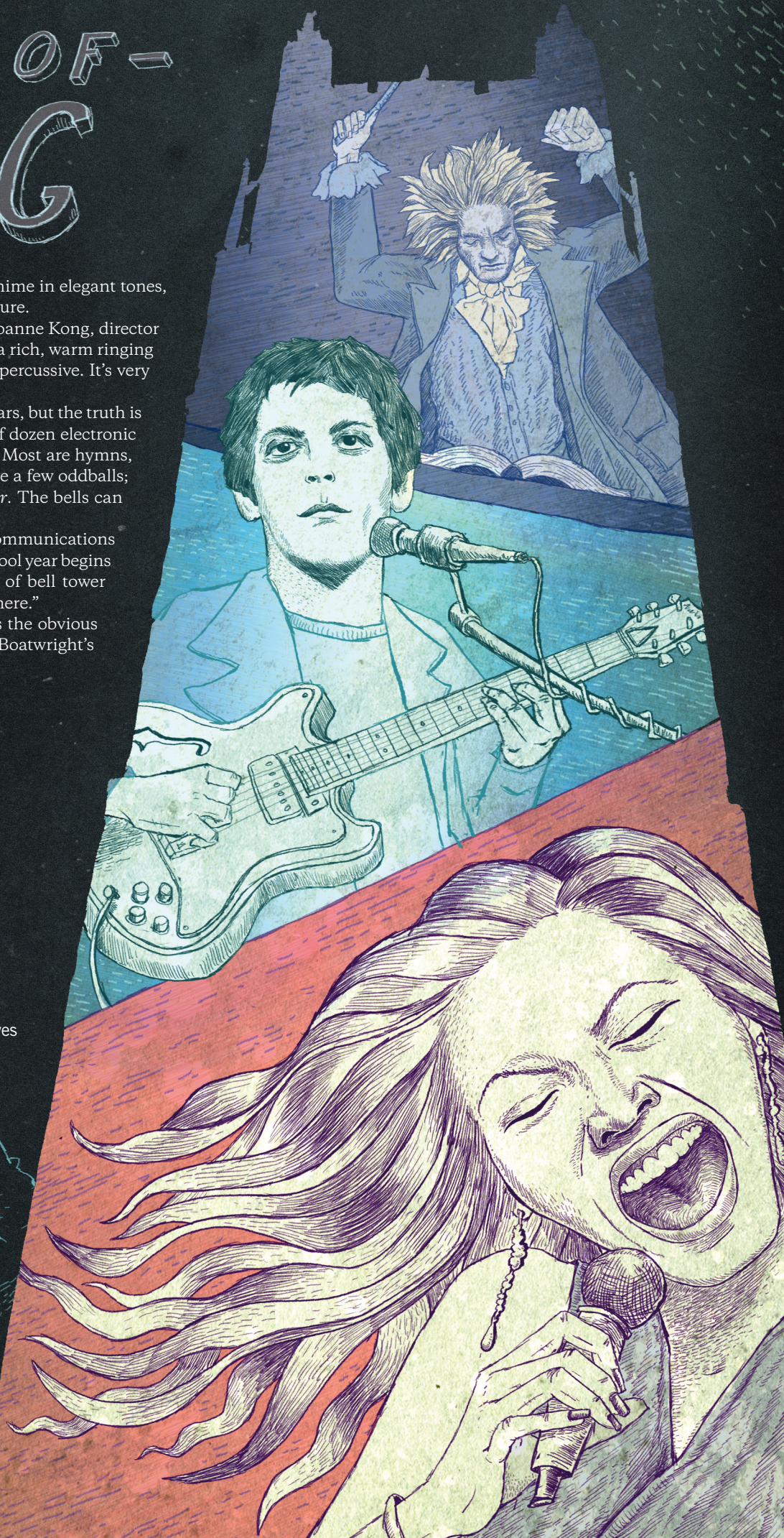
"Push It" by Salt-N-Pepa

"Funkytown" by Lipps Inc.

"Under Pressure" by Queen

"Sweet Child O' Mine" by Guns N' Roses

"Where Is My Mind?" by the Pixies



University of Richmond Magazine

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MOI? *BLUSH* Richmond tied with Swarthmore as America's most beautiful liberal arts college in an October survey of educational consultants. It's not news to Hana Takashima, a junior from San Diego who's been capturing our natural beauty to balance the stress of academics. (More of her stunning photos are in our album "Hana Among the Animals" at facebook.com/urichmondmag.) See you at Reunion Weekend May 29-31.

